

***AIR UNIVERSITY
CATALOG***

***Academic Year
2000–2001***



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KEY AIR UNIVERSITY EDUCATIONAL STAFF, COMMANDANTS, AND COMMANDERS

AIR UNIVERSITY HEADQUARTERS

Commander	Lt Gen Lance W. Lord
Mobilization Asst to Commander	Maj Gen A. Bowen Ballard
Chief Academic Officer	Dr. Robert E. Kribel
Information Technology	Col James D. Kelley
Director of Staff	Col Joel T. Greene
Plans and Programs	Col Stephen D. Harper
Financial Management and Personnel	Col Michael D. Holdcraft

COMMANDANTS

Air War College	Maj Gen David F. MacGhee Jr.
Air Command and Staff College	Col (BG select) John T. Sheridan
School of Advanced Airpower Studies	Col Stephen D. Chiabotti
Air Force Institute of Technology	Col George K. Haritos

COMMANDERS

Air Force Officer Accession and Training Schools	Brig Gen Paul M. Hankins
Squadron Officer College	Col Ann M. Testa
College for Enlisted Professional Military Education	Col William B. Shields
College of Aerospace Doctrine, Research and Education	Col James L. Ruttler Jr.
Community College of the Air Force	Col James M. McBride
Ira C. Eaker College for Professional Development	Col Henry W. Horton
Air Force Institute for Advanced Distributed Learning	Col Gary L. Albaugh
Headquarters Civil Air Patrol–US Air Force	Col Dennis B. Parkhurst
42d Air Base Wing	Col Albert A. Allenback Jr.

DIRECTORS

Air University Library

Dr. Shirley B. Laseter

DIRECT REPORTING UNITS*

Headquarters Air Force Doctrine Center

Maj Gen Lance L. Smith

Air Force Historical Research Agency

Col Carol S. Sikes

* Tenant units not part of the Air University system

AIR UNIVERSITY COMMAND BOARD OF ADVISORS

PURPOSE: The purpose of the Air University Command Board of Advisors is to provide the commander of Air University feedback from the customer perspective of the major commands. Board members inform the Air University commander about the educational needs of their respective commands and their degree of satisfaction with Air University's products and programs.

MEETINGS: The board is advisory in nature and meets at least once a year at Maxwell AFB.

MEMBERSHIP: The membership is comprised of all the vice commanders of the major commands as well as the Air National Guard deputy director and Air Force Reserves vice commander. They are advised by the Air Force deputy chief of staff, personnel, and the United States Air Force Academy vice commander.

MEMBERS

Vice Commander, Air Education and Training Command, Chair
Vice Commander, Air Combat Command
Vice Commander, Air Force Space Command
Vice Commander, Air Force Materiel Command
Vice Commander, Air Mobility Command
Vice Commander, United States Air Forces Europe
Vice Commander, Pacific Air Forces
Vice Commander, Air Force Special Operations Command
Vice Commander, Air Force Reserves
Deputy Director, Air National Guard

ADVISORS

Air Force Deputy Chief of Staff, Personnel
Vice Commander, United States Air Force Academy

AIR UNIVERSITY BOARD OF VISITORS

PURPOSE: The Board of Visitors is chartered to provide advice, views, and recommendations on the educational, doctrinal, and research policies and activities of Air University. The board meets with and advises the Secretary of the Air Force on matters of policy regarding the mission of Air University.

MEMBERSHIP: The membership is selected from the fields of education, business, industry, the professions, and public service. Members normally serve three-year terms renewable up to a maximum of nine years. Members are invited by the Air University commander in the name of the chief of staff, United States Air Force.

MEETINGS: The board meets at least twice a year—in April and October at Maxwell AFB, Alabama. The Air Force Institute of Technology (AFIT), committee of the board meets once yearly in March at Wright-Patterson AFB, Ohio. The board presents a written report with its views and recommendations to the AU commander. This report is then presented to the chief of staff, United States Air Force, and to the Secretary of the Air Force.

MEMBERS

Dr. George Emert, Chair
Former President, Utah State University
Logan, Utah

Gen Jimmie V. Adams, USAF,
Retired
Vice President, Washington
Operation
L-3 Communication Corporation
Arlington, Virginia

CMSAF James C. Binnicker,
USAF, Retired
Academy Life Insurance
Company
Director, Counselor of Operations
Alpharetta, Georgia

Mr. Charles B. Alling Jr.
Kennebunk, Maine

*Dr. Michael Bragg
University of Illinois at Urbana-
Champaign
Department of Aeronautical
Engineering
Urbana, Illinois

*New Members

Gen Michael P. C. Carns, USAF,
Retired
Pebble Beach, California

Dr. Thomas E. Cooper
Vice President, General Electric
Company
Washington, D.C.
(AFIT Committee)

Dr. Ann Die
President, Hendrix College
Conway, Arkansas

Dr. Earl H. Dowell
Dean, School of Engineering
Duke University
Durham, North Carolina
(AFIT Committee)

Lt Gen Thomas R. Ferguson Jr.,
USAF, Retired
Senior Partner, Dayton
Aerospace, Inc.
Kiawah Island, South Carolina
(AFIT Committee)

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President, University of Southern
Mississippi
Hattiesburg, Mississippi

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President, University Southern
Colorado
Pueblo, Colorado

Dr. Bill H. Harris
Former President, Alabama State
University
Montgomery, Alabama
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*New Members

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President, University of Idaho
Moscow, Idaho
(SAAS Committee)

Lt Gen Bradley Hosmer, USAF,
Retired
Cedar Crest, New Mexico

Dr. E. Jan Kehoe
Superintendent/President
Long Beach Community
College
Long Beach, California
(SAAS Committee)

Dr. Richard H. Kohn
Professor of History
University of North Carolina at
Chapel Hill
Chapel Hill, North Carolina
(SAAS Committee)

Gen Thomas S. Moorman Jr.,
USAF, Retired
Vice President, Booz, Allen and
Hamilton, Inc.
Alexandria, Virginia

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Professor of the Practice, Kenan-
Flagler Business School
UNC Chapel Hill
Apex, North Carolina

Ms. Ann C. Petersen
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General Counsel, University of
Wisconsin System
Madison, Wisconsin

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President, University of Akron
Akron, Ohio

Mr. Charles W. Ritter Jr.
President and Chief Executive
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Attala Company
Kosciusko, Mississippi

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Professor of History, Duke
University
Durham, North Carolina
(SAAS Committee)

Dr. Arthur Smith
President, University of Houston
Houston, Texas
(SAAS Committee)

Mr. Marc Stanley
Attorney-at-Law
Dallas, Texas

Mr. Gordon P. Street
President, North American
Royalties
Chattanooga, Tennessee

Dr. Norman E. Thagard
Professor and Director of College
Relations
Florida State University
Tallahassee, Florida
(AFIT Committee)

Maj Gen Lucius Theus, USAF,
Retired
President, US Associates
Southfield, Michigan
(CCAF Liaison)

Dr. Kathryn C. Thornton
Professor in Technology
Communications, and Culture
University of Virginia
Charlottesville, Virginia
(SAAS Committee)

Lt Gen Bernard Trainor, USMC,
Retired
Lexington, Massachusetts

*Dr. William Troutt
President, Rhodes College
Memphis, Tennessee

Rev. Dave T. Tyson, C.S.C.
President, University of Portland
Portland, Oregon

Dr. Samuel R. Williamson, Past
Chair
Former Vice Chancellor and
President
University of the South
Sewanee, Tennessee

*New Members

COMMUNITY COLLEGE OF THE AIR FORCE BOARD OF VISITORS

PURPOSE: The purpose of the Community College of the Air Force (CCAF) Board of Visitors is to serve as the CCAF governing board. The board reviews and endorses CCAF's policy decisions and provides guidance on all aspects of college operations. An annual report on the activities of the board is submitted to the secretary of the Air Force and the secretary of defense.

MEETINGS: The board meets twice a year.

MEMBERSHIP: The board consists of civilian leaders from business, industry, and education. These members are appointed by the secretary of defense and serve jointly with the commander of Air Education and Training Command.

MEMBERS

Dr. Leonard F. O'Hara, Chair
President
Paducah Community College
Paducah, Kentucky

Dr. Marilyn C. Beck
President, Lord Fairfax
Community College
Middletown, Virginia

Dr. Jacquelyn M. Belcher
President, Georgia Perimeter
College
Decatur, Georgia

Mr. Brian Chaney
Compensation and Employee
Relations Manager
Motorola, Inc.
Tempe, Arizona

Mr. William Cato Cramer Jr., Vice
Chair
President, Tommy Thomas
Chevrolet, Inc.
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*Dr. Deborah M. DiCroce
President, Tidewater Community
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Norfolk, Virginia

*Lt Col John R. Fergus, USAF,
Retired
Dean, Instruction Affairs, Wallace
Community College
Dothan, Alabama

*New Members

*Dr. Susan Graham
President, Aiken Technical
College
Aiken, South Carolina

Maj Gen Lucius Theus, USAF,
Retired
President, US Associates
Southfield, Michigan

CMSAF James M. McCoy, USAF,
Retired
Chairman, Air Force Retiree
Council Bellevue, Nebraska

Mr. Robert K. Wood
Vice President
Logistics Management Institute
McLean, Virginia

*New Members

EX OFFICIO MEMBERS

Gen Hal M. Hornburg
Commander, Air Education and Training Command

Lt Gen Lance W. Lord
Commander, Air University

Col James M. McBride
Commander, Community College of the Air Force

CMSAF Frederick J. Finch
Chief Master Sergeant of the Air Force

CMSgt William A. Milligan
Command Chief, Air Education and Training Command

Dr. George Emert
Former President, Utah State University
Logan, Utah

Preface

The *Air University Catalog* is the official Air University publication for disseminating information on Air University educational programs, including professional military education (PME). Other publications including information on Air University are the *Air Force Institute of Technology Catalog*, the *Community College of the Air Force (CCAF) Catalog*, the *School of Advanced Airpower Studies Catalog*, and the *Air Force Institute for Advanced Distributed Learning Catalog*.

The *AU Catalog* serves as both a source document and a planning document for Air University schools and staff personnel. It serves as a public relations medium for Air Force, Department of Defense, and civilian audiences. The catalog also provides a brief description of the schools and professional organizations that make up Air University. Finally, it sets forth the educational opportunities available in each school, the work performed by each related organization in carrying out the educational objectives of Air University, and a brief treatment of all Air University educational support organizations. The *Air University Catalog* and other information about AU organizations are available over the World Wide Web on the Air University Home Page (<http://www.maxwell.af.mil/>).

INTRODUCTION TO AIR UNIVERSITY

Air University plays a vital role in fulfilling the mission of the United States Air Force. To uphold the national purpose and to achieve the nation's objectives, the Air Force must maintain a corps of officers, enlisted personnel, and civilians dedicated to the nation's defense. They must have an in-depth knowledge of war and the military sciences to meet the challenges of today and tomorrow's world. Air University contributes to the development of this knowledge through its professional and specialized education programs, research and doctrinal studies, and degree programs at civilian educational institutions.

Before World War II, the only school in the armed services that emphasized the organization and employment of airpower was the Army Air Corps Tactical School, located initially at Langley Field, Virginia, and later at Maxwell Field, Alabama. Although other military schools taught aerial warfare, it was only an incidental part of their curricula. The doctrine for the use of airpower—generally accepted by the Army Air Forces during World War II—grew out of the Air Corps Tactical School. At the end of the war, the graduates of this school were instrumental in convincing the nation's defense leaders of the need to create Air University.

Air University, in all of its endeavors, serves Air Force personnel—officers, enlisted members, and civilians—to ensure the nation continues its leadership during another crucial period of history. Air University also contributes to the defense of the free world by offering educational opportunities to foreign students. Its alumni are prepared to serve in Air Force assignments, in comparable foreign air forces, and in other governmental positions.

Mission and Scope

Air University's mission is to *educate Air Force people to develop and lead the world's best aerospace force—inspiring commitment to a war-winning profession of arms.*

As part of Air Education and Training Command, Air University's educational programs range from precommissioning education through professional education. Its schools encompass enlisted and officer professional education, including professional military education, professional continuing education, and degree-granting education. Through the Civil Air Patrol and Air Force Junior ROTC, Air University plays a vital role in promoting citizenship awareness among today's youth.

Air University's schools include the College for Enlisted Professional Military Education, Squadron Officer College (comprised of the Squadron Officer School and Aerospace Basic Course), Air Command and Staff College, School of Advanced Airpower Studies, Air War College, Air Force Officer Accession and Training Schools (comprised of the Officer Training School and the Air Force Reserve Officer Training Corps), the Air Force Institute of Technology, the College of Aerospace Doctrine Research and Education, the Ira C. Eaker College for Professional Development, the Community College of the Air Force, the Air Force Institute for Advanced Distributed Learning (AFIADL), and the Academic Instructor School. The 42d Air Base Wing provides support for all Air University operations, as well as for the Maxwell-Gunter Air Force Base complex.

Air University students are primarily Air Force officers, enlisted personnel, and professional civilians. A relatively small number of personnel from other services in the Department of Defense and from other government agencies attend Air University. International officers from more than 100 countries have studied in Air University schools. Air University includes all Air Force education programs except the United States Air Force Academy, which is a separate agency under Headquarters United States Air Force.

The precommissioning education and training organizations of Air University—the Air Force Officer Accession and Training Schools, including Officer Training School and Air Force Reserve Officer Training Corps—educate and commission highly qualified officer candidates for the United States Air Force.

The professional military education schools of Air University—Squadron Officer College (including the Aerospace Basic Course and the Squadron Officer School), Air Command and Staff College, Air War College, and the College for Enlisted Professional Military Education—prepare junior, midcareer, and senior commissioned and non-commissioned officers and civilians for progressively more responsible positions throughout the Air Force. Practically all commissioned officers who attend the professional schools of Air University possess academic degrees from civilian institutions. Their postgraduate studies in the Air University system emphasize the profession of arms.

Specialized organizations of Air University meet specific educational requirements of the Air Force. The School of Advanced Airpower Studies is designed to produce tomorrow's aerospace power strategists. Upon successful completion of 11 months of course work; production of a formal thesis that meets accepted standards of research, analysis, and expression; and successful completion of comprehensive examinations, graduates receive a Master of Airpower Art and Science degree. The College of Aerospace Doctrine, Research and Education assists Air University and Headquarters USAF in developing concepts, doctrine, and strategy; teaches the Joint Flag Officer Warfighting Course,

the Joint Force Air Component Commander Course, the Joint Doctrine Air Campaign Course, and the Contingency Wartime Planning Course; and includes the Air Force Wargaming Institute. The Ira C. Eaker College for Professional Development provides professional continuing education for chaplains, judge advocates, comptrollers, personnel specialists, commanders, historians, first sergeants, and communication-computer systems managers. Schools operating within the college include the USAF Chaplain Service Institute, USAF First Sergeant Academy, Air Force Human Resource Management School, International Officers School, Air Force Judge Advocate General School, Commanders Professional Development School, Professional Military Comptroller School, and the USAF Historian Development School.

The Air Force Institute of Technology, located at Wright-Patterson AFB, Ohio, provides education to meet Air Force requirements in scientific, technological, logistical, managerial, and other designated professional areas as directed by Headquarters USAF. The institute consists of the Graduate School of Engineering and Management, the School of Systems and Logistics, the Civil Engineer and Services School, and the Civilian Institution Programs. Besides graduate degree programs, the institute also offers numerous professional continuing education courses in residence at Wright-Patterson AFB and at selected locations within the continental United States. The Civilian Institution Programs is responsible for managing graduate, undergraduate, and continuing education programs at various civilian educational facilities and is responsible for Air Force health care education programs, education with industry, and numerous other programs.

Accreditation and Degree Granting Authority

The Air Force Institute of Technology is accredited by the North Central Association of Colleges and Schools and, in appropriate engineering curricula, by the Engineering Accreditation Commission, Accreditation Board for Engineering and Technology, Inc. The Commission of Colleges of the Southern Association of Colleges and Schools has accredited the Community College of the Air Force and the School of Advanced Airpower Studies. The Air Force Institute for Advanced Distributed Learning (previously known as the Extension Course Institute or ECI) is accredited by accrediting commission of the Distance Education and Training Council.

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has evaluated several Air University programs and recommends some graduate credit as well as some undergraduate credit for various programs.

In October 1994, the Air University Commander received congressional authority to confer the degree master of airpower art and science upon graduates of the School of Advanced Airpower Studies. In October 1999, the Air University Commander received congressional authority to confer the degree master of strategic studies upon graduates of the Air War College and to confer the degree master of military operational art and science upon graduates of the Air Command and Staff College.

Enrollment and Admission

Air University schools and educational programs are designed to enhance the professional knowledge of members of the US armed forces (primarily Air Force personnel) including the reserves and national guard and selected civilian employees of the Department of Defense and other government agencies. Air University programs and schools are not open to the general public except through special programs. As part of the United States' military assistance programs, officers from other countries are eligible to attend several Air University schools and courses. Selection for the Air University schools and educational programs is made according to Air Force and other relevant government standards.

PROFESSIONAL MILITARY EDUCATION PROGRAMS AND SCHOOLS

Air University's professional military education schools prepare junior, midcareer, and senior noncommissioned and commissioned officers and selected civilians for progressively more responsible positions throughout the Air Force and Department of Defense. All colleges, schools, and programs operate within the framework of the Air Force continuum of education, a coordinated and integrated educational system that links curricula across Air University so that each college, school, and program builds on the education provided at the previous level. This continuum includes five core areas: the profession of arms, military studies, international security studies, communication studies, and leadership and management studies.

COLLEGE FOR ENLISTED PROFESSIONAL MILITARY EDUCATION

Col William B. Shields, Commander
CMSgt Sandra J. Williams, Vice Commandant

Internet Address

<http://www.maxwell.af.mil/au/cepme/college.htm>

Mission: *Provide the continuum of education necessary for the Air Force to develop the best enlisted leaders in the world.*

The College for Enlisted Professional Military Education (CEPME) was activated 15 December 1993. The college is responsible for the instructional programs and faculty development for the airman leadership schools (ALS), noncommissioned officer academies (NCOA), and the Air Force Senior Noncommissioned Officer Academy (AFSNCOA). These schools graduate approximately 42,000 students annually. The college conducts studies of enlisted professional military education (EPME) issues and advises Air Force leadership on EPME matters.

Goal: Expand the leadership ability of enlisted leaders and strengthen their commitment to the profession of arms by integrating sound leadership, communication skills, and military studies principles and concepts throughout the ALS, NCOA, and AFSNCOA curricula.

The College for Enlisted Professional Military Education implements its missions and goals through its resident programs and distance learning programs. The major components of CEPME are the Educational Programs Cadre (EPC), the AF Senior Noncommissioned Officer Academy, eight NCO academies located in the continental United States, and the Air Force Enlisted Heritage Research Institute.

Educational Programs Cadre

CMSgt Marian K. Stevenson, Dean

Internet Address

<http://www.maxwell.af.mil/au/cepme/epc/cadre.htm>

The college's Educational Programs Cadre (EPC), created in 1993 by reorganizing the USAF Enlisted PME Support Center at Maxwell AFB, Alabama, and the USAF Senior NCO Academy Curriculum and

Evaluation Directorates, provides educational programs supported by the Continuum of Education to prepare enlisted personnel for increased responsibilities. EPC is comprised of the Dean; the Educational Directorate, consisting of three instructional design teams, i.e., Profession of Arms, Leadership, and Communication Skills; and the Operations Directorate consisting of Data Analysis, Operations and Training, Education and Training, Interactive Courseware Development, and Plans and Programs. Additionally, an Air National Guard liaison, a training NCO and an administrative staff are assigned to EPC. EPC develops, validates, and evaluates the curriculum for resident and distance learning programs and formulates policies and procedures governing operations at all EPME schools located worldwide. EPC is responsible for developing, standardizing, and assuring the effectiveness of all enlisted professional military educational programs for the United States Air Force. EPC is the office of chief responsibility for the 8T000 Career Field Education and Training Plan (CFETP) as well as the Community College of the Air Force (CCAF) point of contact for all CEPME schools. The EPC staff provides technology assistance and password protected web-access for all enlisted PME schools to ensure rapid updates of policies, procedures, and curriculum. The educational programs cadre develops and manages distance learning courses for each level of EPME and designs and teaches the EPME Instructor Course to orient new instructors assigned to ALS, NCOA, and AFSNCOA programs.

Air Force Senior Noncommissioned Officer Academy

CMSgt Samuel Whalum Jr., Commandant

Internet Address

<http://www.maxwell.af.mil/au/cepme/sncoa/sncoa.htm>

The Air Force established the Senior Noncommissioned Officer Academy in 1972 to fill a void in professional military education for Air Force senior NCOs. In January 1973, the academy began its first class with 120 senior NCOs and a curriculum divided into two major areas: military environment and military management. Presently, the academy has an annual enrollment of over 1,800 senior NCOs, chief petty officers, and international senior NCOs. Offering instruction in three major areas, the AFSNCOA is the capstone of enlisted PME.

The instruction provided by the Air Force Senior Noncommissioned Officer Academy makes a positive impact on the careers of its graduates. Eight academy graduates have served as the chief master sergeant of the

Air Force—Thomas N. Barnes, James M. McCoy, Arthur L. Andrews, Sam E. Parish, James C. Binnicker, David J. Campanale, Eric Benken, and Frederick J. Finch. Most command chief master sergeants are also academy alumni.

Mission: Expand the leadership capabilities of senior enlisted leaders and reinforce a commitment to the profession of arms through a dedicated and professional team.

Goal: Conduct a relevant and rigorous educational program contributing to the professional development and motivation of senior non-commissioned officers.

Eligibility: Air Force and selected Air Force Reserve and Air National Guard senior NCOs attend the academy in residence. Selected Army, Navy, Coast Guard, and international military personnel also attend on a limited basis. Active duty Air Force personnel must have at least one year retainability following graduation and this course must be completed before they can be promoted to chief master sergeant.

Resident Curriculum

The academy's philosophy is that senior enlisted leaders have the need and desire for advanced PME to assist them in fulfilling their expanding leadership and management roles. The senior enlisted PME program is based on sound educational principles with high academic standards. It strives to satisfy student needs with individualized instruction where possible.

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	69
Communication Skills	38
Leadership and Management	105
Collateral Curriculum	19
Commandant's Time	9
TOTAL	240

Duration and Quota: The AFSNCOA conducts six, 30-academic-day resident classes each year with a student quota of 360 per class.

Selection: The Air Force Military Personnel Center identifies and notifies active duty students for attendance. Air Force students must meet all Air

Force standards. Students from other services must meet their service's standards. Complete eligibility and selection criteria can be found in Air Force Instruction (AFI) 36-2301, *Professional Military Education* and online at the Air Force Education and Training Course Announcements (<http://hq2af.keesler.af.mil/etca.htm>).

Academic Credit: The AFSNCOA is affiliated through the College for Enlisted PME to the Community College of the Air Force (CCAF), which is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Graduates of the resident course are currently awarded nine semester hours of undergraduate credit from the CCAF.

Noncommissioned Officer Academies

In October 1993, a Headquarters USAF program action directive ordered the transfer of the 10 continental United States (CONUS) NCO academies from Air Force major air commands to Air Education and Training Command (AETC). In November 1993, AETC assigned these academies to the newly formed College for Enlisted Professional Military Education. Currently, eight NCO academies aligned under CEPME operate in CONUS at Goodfellow, Keesler, Kirtland, Lackland, McGuire, Peterson, Robins, and Tyndall Air Force bases. An NCO academy, located at McGhee Tyson Airport, Knoxville, Tennessee, is under the functional control of the Air National Guard. Air Force major commands overseas operate their own academies. The Pacific Air Forces (PACAF) has three academies located at Elmendorf AFB, Alaska; Kadena AB Okinawa, Japan; and Hickam AFB, Hawaii. The US Air Forces, Europe, has one academy in Kapaun AS, Germany.

Mission: Provide professional military education to prepare noncommissioned officers for positions of greater responsibility by broadening their leadership and supervisory skills and expanding their perspective of the military profession.

Goal: Furnish an environment for students to gain an understanding of their positions in the military structure and develop the skills necessary for effectiveness in those supervisory positions.

Eligibility: Students are technical sergeants and technical sergeant selects with one-year of retainability upon completion of the NCOA. Students must complete the NCOA before they assume the grade of master sergeant.

Resident Curriculum

The NCO academy 220-hour curriculum consists of three academic areas—profession of arms, communication skills, and leadership. The principal method of instruction used at this level of EPME is the guided discussion.

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	44
Communication Skills	53
Leadership and Management	88
Collateral Curriculum	28
Commandant's Time	7
TOTAL	220

Duration and Quota. The NCOA is conducted at 13 locations worldwide and most NCOAs operated seven classes per year. This is a 28-academic day course and quotas are distributed by each MAJCOM annually.

Selection. Students are selected based on the eligibility criteria outlined in the Education and Training Course Announcement (ETCA) and AFI 36-2301, Professional Military Education. Local Military Personnel Flights (MPF) manage this process for each base.

Academic Credit. The eight CONUS NCO academies are affiliated through the College for Enlisted PME to the Community College of the Air Force, which is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Overseas NCOAs and the Air National Guard NCOA located at McGhee Tyson Airport are affiliated directly with CCAF. All graduates of the resident course currently receive 10 semester hours of undergraduate credit with CCAF.

Airman Leadership School

In April 1991, the Air Force directed that Headquarters Air University establish the Airman Leadership School (ALS) program. On 1 October 1991, a new and standardized program came on-line to teach senior airmen professional military education. The stand up of the new Airman Leadership School discontinued the Noncommissioned Officer Preparatory Course (NCOPC) and the Noncommissioned Officer

Leadership School (NCOLS) programs. ALS became the first of three professional education programs that enlisted professionals attend during their Air Force careers. Functional responsibility for each ALS rests with the local Mission Support Squadron.

Mission: Prepare Air Force personnel in the rank of senior airmen for supervisory duties and foster a commitment to the profession of arms.

Goal: Provide senior airmen an opportunity to more fully understand their position in the USAF organizational structure and the continued need for professional development to be effective NCOs.

Eligibility: Students are senior airmen or staff sergeant selects with 48 months time in service and one year retainability in the Air Force upon graduation. ALS completion is required before attaining the rank of staff sergeant.

Resident Curriculum

ALS consists of 189 curriculum hours conducted over 24 academic days at 85 locations worldwide. The primary instructional methodologies are the guided discussion and informal lecture. Instruction covers three broad academic areas including profession of arms, communication skills, and leadership. Flight Chief's time and the collateral curriculum round out the course.

Curriculum Summary

Instructional Area	Academic Hours
Profession of Arms	43
Communication Skills	45
Leadership and Management	69
Collateral Curriculum	26
Flight Chief's Time	6
TOTAL	189

Duration and Quota. The ALS is conducted at 67 active duty AF bases worldwide and 18 Air National Guard bases located in the CONUS. This is a 24-academic day course and most ALS's operate seven classes per year. Quotas are locally assigned based on the eligible population.

Selection. Students are selected based on the eligibility criteria outlined in the Education and Training Course Announcement (ETCA) and AFI 36-2301, *Professional Military Education*. Once selected,

attendance is mandatory. Local Military Personnel Flights (MPF) work directly with each ALS to ensure eligible students are selected.

Academic Credit

All Airman Leadership Schools are individually affiliated with the Community College of the Air Force, which is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Graduates of the resident course currently receive eight semester hours of undergraduate college credit with CCAF. CCAF is automatically notified of class graduations for update of CCAF records and transcripts.

Enlisted Professional Military Education Instructor Course

The Enlisted Professional Military Education (EPME) Instructor Course provides new ALS, NCOA, and AFSNCOA instructors a familiarization and orientation of the resident courses.

Mission: To indoctrinate entry-level instructors into the field of Enlisted PME.

Goal: To help instructors understand how the EPME curriculum builds a stronger enlisted force and to help them apply specific managerial skills to the academic environment.

Eligibility: Students must be graduates of Academic Instructor School (AIS) and attendance is required for all newly assigned EPME instructors. Headquarters AFPC selects students based on AIS attendance.

Resident Curriculum

This course focuses primarily on providing a broad overview of course material, expanding instructor subject matter knowledge, and reinforcing instructor skills. The course also provides the most current information on policies and procedures affecting EPME programs.

Curriculum Summary

History of EPME	USAF EPME Procedural Guidance
Validation and Change Process	Evaluating Communication Skills
Test Item Analysis	Instructor Responsibilities
Career Field Education and Training Plan (CFETP)	Contemporary Educational Issues
	Program Specific Curriculum Issue

Duration and Quota. The EPME Instructor Course is a five-day course and is offered five times a year. Student quotas for each course are approximately 130 per year. Specific class dates and attendance authorizations are announced through the training management system. Each course is taught at Gunter Annex immediately following the AIS course conducted at Maxwell AFB, Alabama.

Academic Credit

No academic credit is awarded for the EPME Instructor Course.

CEPME Distance Learning

The College for Enlisted Professional Military Education provides distance or distributed learning opportunities to the Air Force enlisted corps.

SNCOA Distance Learning Courses

AFIADL Course 00005. The SNCOA distance learning course on CD-ROM consists of six modules: Profession of Arms, Leadership Planning, Behavior Analysis, Human Resource Development, Organizational Management, and Communication Skills. There are five objective, multiple-choice tests. The Profession of Arms module is evaluated using a survey and is designed to reinforce USAF airman identity.

NCO Academy Distance Learning Course

AFIADL Course 00006. The curriculum of the NCO Academy distance-learning course consists of four volumes addressing

communication skills, military studies, leadership and management principles, and quality of life.

Airman Leadership School Distance Learning Course

AFIADL Course 00001. The curriculum of the Airman Leadership School distance-learning course covers the profession of arms, leadership and communication skills/principles for first-line supervisors.

Eligibility

Eligibility criteria, course responsibilities, and academic credit are outlined in the online *Air Force Institute for Advanced Distributed Learning Catalog* (http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/cattoc_fr.htm).

SQUADRON OFFICER COLLEGE

Col Ann M. Testa, Commander

Internet Address

<http://www.maxwell.af.mil/au/soc/>

Mission: *Develop twenty-first century airmen who can advocate what aerospace power brings to the fight, value team achievement over individual success, and value their vital role in the profession of arms.*

The Squadron Officer College (SOC) provides our officer corps with the building blocks that are essential to the future success of our Air Force.

The two major components of the SOC are the Aerospace Basic Course (ABC) and Squadron Officer School (SOS). ABC provides the foundation of being an *Airman First*—a vital concept to new officers serving in the unique profession of arms. SOS has a leadership focus and occurs between the four and seven year point of an officer's career as he or she begins to take on increased levels of leadership and responsibility.

The Squadron Officer College is developing a curriculum for a Wing Squadron Officer Course (WSOC). This course will provide the wing commanders with the tools they need to mentor their junior officers and ensure that our junior officers continue their professional military education between ABC and SOS.

The Squadron Officer College provides curriculum, administrative, and mission support for all three of these professional military education programs. The Directorate of Curriculum develops and maintains the curriculum for these programs. The Directorate of Mission Support takes care of the day-to-day maintenance of our facilities and our most important resource, our people. The Directorate of Plans and Programs manages scheduling, evaluations, surveys, and long-range planning.

Aerospace Basic Course

Lt Col Dale Shoupe, Commandant
Lt Col Marc Okyen, Vice Commandant

Internet Address

<http://www.maxwell.af.mil/au/soc/abc>

The Aerospace Basic Course (ABC), taught at Maxwell Air Force Base, is for newly commissioned officers and selected civilians. This basic course is the first step in officer professional military education. ABC initially began as a test program named Air and Space Basic Course School in the summer of 1997 and became a formal course and unit named Aerospace Basic Course in January 1999. ABC shares the Squadron Officer School classrooms and dorms when an ABC course is in session.

The curriculum explores the foundations of aerospace doctrine, the six core competencies, and the employment of aerospace power. Each lesson focuses on the inherent strength of Air Force core values. New USAF officers are inspired to comprehend their roles as airmen who understand and live by USAF core values, articulate and demonstrate USAF core competencies, and dedicate themselves as warriors in the world's most respected aerospace force. Students develop a perspective for what the airman brings to the joint fight and learn how to fight and win through teamwork with other professional airmen. The Aerospace Basic Course is the first level of PME instruction for professional commissioned officers and for this reason is a marked contrast from precommissioning programs where students were college students and/or cadets.

The course is a four-week program built around indoor and outdoor classroom activities. The pinnacle of the course is Operation Blue Thunder, a three-day war game in field conditions, where students are thrust into key roles in an air operations center. Students exercise their theater aerospace campaign, including development of their own master air attack plan. This capstone exercise demonstrates to the student the teamwork required to successfully plan a joint aerospace campaign. War-gaming and application-level exercises are used throughout the course to maximize student learning level and comprehension.

Mission: Inspire new USAF officers to comprehend their roles as airmen; who understand and live by USAF core values, articulate and demonstrate USAF core competencies, and who dedicate themselves as warriors in the world's most respected aerospace force.

Goals: Through a shared dynamic experience, ABC commissioned officers and civilian equivalents will

- comprehend how the unique capabilities of aerospace power support our national security policy, and
- value the importance of personal ownership and commitment to their Air Force and profession of arms.

Curriculum

The Aerospace Basic Course curriculum consists of two interconnected modules of study. Module one is linear, each lesson builds on the preceding one and addresses the achievement of the first goal. The second module is nonlinear, strives to create affective change, and addresses achievement of the second goal.

To maximize the learning level of entry-level students in the intense four-week curriculum, ABC employs state-of-the-art educational technologies in the classroom to help students learn and instructors teach the material more effectively. They include

- DOD Digital Versatile Disk (DVD) classroom application “What Now, Lieutenant?” for presenting core values and ethics case studies for random access and full-screen, full-motion professional video segments.
- Multiplayer networked wargames, AFEX and AIRGAP, are played to reinforce application-level learning, with an emphasis on the Air Force core competencies, joint service teamwork, integration of theory and doctrine concepts, crisis-action planning under stress, and decentralized execution. Flights are broken up into two teams, with each team playing against its sister flight.
- Exported version of Air Force Wargaming Institute’s (AFWI) Atlantis theater campaign simulation allows flights to fight an aerospace campaign against another flight. Students operate the Blue Thunder capstone exercise from an austere forward deployment site in the role of an Expeditionary Operations Center.

Duration and Quota

Aerospace Basic Course will conduct seven classes during academic year 2000–01 for a total of 1794 students. Each class lasts four weeks.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	91.5
Leadership/Management	12.5
Military Studies	15.5
Communication Studies	1.0
International Studies	.5
TOTAL INSTRUCTION	121.0
Other	19.0
Course Total	140.0

Squadron Officer School

Col David L. Fundarek, Commandant
Lt Col Kenneth Lynn, Vice Commandant

Internet Address

<http://www.maxwell.af.mil/au/sos/>

Squadron Officer School (SOS) is the second course in the Air Force officer professional military education system. The school traces its roots to the Air Tactical School founded in 1946 at Maxwell Field, Alabama. SOS became an arm of Air Command and Staff College in 1950 when the tactical school closed. Col Russell V. Ritchey, founder and first commandant, opened the Squadron Officer Course—the real beginning of SOS—at Maxwell AFB, Alabama, that same year. In 1959 SOS became a separate Air University school reporting directly to the Air University commander.

SOS helps officers grow professionally. While at SOS, officers step out of their specialties and broaden their focus on officership, the Air Force's core values, and the Air Force as an institution in the profession of arms. Students strengthen their officership and leadership techniques and apply what they learn in class and field exercises.

SOS not only provides students with an opportunity to see how their leadership skills influence group success, but also to experience the

other side of leadership—followership—in support of other student leaders. Followership includes taking risks, working to get others involved in activities, and constructively dissenting when the team or leader is headed in the wrong direction. The SOS experience helps students refine their written and oral communication skills, and lays the foundation of air and space power knowledge.

Mission: Develop dynamic leaders rededicated to the profession of arms.

Goals: Students will value their unique roles as Air Force officers and DOD civilians by

- applying aerospace leadership to effectively execute military missions, and
- valuing the warrior-leader ethos and its impact on aerospace power development.

Resident Curriculum

SOS brings aerospace history, doctrine, and employment concepts to the students throughout the course. The students improve their knowledge of the Air Force and its mission through multiple readings and lectures by air and space power experts. In Operation Atlantis, students serve in air operations centers. Here students get an opportunity to build and execute an air campaign while further applying the principles of leadership, communication skills, and teambuilding.

SOS presents these areas concurrently, rather than sequentially, to emphasize their close interrelationship. Together, these areas help officers improve professionally so they can better apply their knowledge as warrior-leaders to accomplish the Air Force mission.

Duration and Quota. Squadron Officer School will conduct eight classes during academic year 2000–01 for a total of 2964 students. Each class lasts five weeks.

Prerequisites and Selection. Captains with at least four and less than seven years of total active federal commissioned service, who are not in a failed or deferred promotion status, are eligible to attend SOS. Department of Defense civilians in the grade of GS-9 and above with at least four years of continuous civil service are eligible. See Air Force Catalog 36-2223, *USAF Formal Schools*, for additional information.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	32.0
Leadership/Management	84.4
Military Studies	10.0
Communication Studies	15.2
International Studies	4.0
TOTAL INSTRUCTION	145.6
Other	31.0
Course Total	176.6

Nonresident Program

The SOS Nonresident Program 26 (book version) and Program 27 (CD-ROM version) consist of five courses: 26A/27A, Profession of Arms; 26B/27B, Military Studies; 26C/27C, International Studies; 26D/27D, Communication Studies; and 26E/27E, Leadership and Management Studies. Under normal circumstances, students must complete the entire program within 18 months.

The SOS Nonresident Program topically presents similar material to the resident curriculum and is administered by the Air Force Institute for Advanced Distributed Learning at Maxwell AFB-Gunter Annex. Captains (O-3) or above and selected DOD civilians in the grade of GS-9 or above are eligible to enroll in the program. See the *Air Force Institute for Advanced Distributed Catalog* (available on the World Wide Web—http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/cattoc_fr.htm) for detailed course description and eligibility criteria.

Curriculum Summary

Curriculum Area	Academic Hours
Profession of Arms	12.00
Military Studies	21.00
International Studies	18.00
Communication Studies	18.00
Leadership/Management	27.00
TOTAL	96.00

Academic Credit

Resident Program. The resident program is under major revision and recommended academic credit for completing SOS in residence will

be determined after a comprehensive review of the new course by the American Council on Education.

Nonresident Program. The Center for Adult Learning and Educational Credentials of the American Council on Education recommends the following academic credits for completing the SOS nonresident course:

Upper-Division Baccalaureate Credit. Students are awarded three semester hours in managerial communications and three semester hours in national security studies and military strategy.

AIR COMMAND AND STAFF COLLEGE

Col (BG select) John T. Sheridan, Commandant
Col Stephen C. German, Vice Commandant

Internet Address
<http://www.acsc.maxwell.af.mil/>

Mission: *A world-class team educating midcareer officers to lead in developing, advancing, and applying aerospace power across the spectrum of service, joint, and combined military operations.*

Air Command and Staff College (ACSC), the Air Force's intermediate professional military education (PME) school, prepares field grade officers of all services (primarily majors and major selects), international officers, and US civilians to assume positions of higher responsibility within the military and other government arenas. Geared toward teaching the skills necessary for aerospace operations in support of a joint campaign as well as leadership and command, ACSC focuses on shaping and molding tomorrow's leaders. The college's academic environment stimulates and encourages free expression of ideas as well as independent, analytical, and creative thinking. Additionally, ACSC is a national leader in the development of new teaching and learning techniques using such technologies as hyper-information systems.

ACSC traces its roots to the Air Corps Tactical School (ACTS) located at Maxwell Field from 1932 to 1942. After World War II, as the independent Air Force was formed, grew, and developed, the requirements and expectations of the school evolved to fulfill the service's educational needs. The vision of pre-World War II leaders has withstood the test of time. Although six decades have passed since the founding of the ACTS, the present 10-month curriculum still focuses on expanding understanding of airpower and on the growth of midcareer officers. In 1962, the school became known by its current name, Air Command and Staff College.

During academic year 1994, ACSC undertook the most significant change to its educational program since the school's inception. The school transitioned from a lecture-based, passive-learning environment to a seminar-centered, active environment with an integrated curriculum geared to problem solving in the continuum from peace to war. In academic year 1999, ACSC began efforts to align its curriculum according to the Air University commander's (AU/CC) Strategic Guidance for the Continuum of Education. The ACSC program now functions as a portion of a comprehensive and integrated career-long professional military education program.

Goals: ACSC has six goal statements that support and provide focus toward the vision of “a world-class team building the world’s most respected aerospace power educational institution. . . . producing leaders for the future.”

- Sustain a quality faculty to serve the needs of the institution and advance the process of academic degree and JPME accreditation.
- Educate future leaders toward a full and common understanding of aerospace power, history, doctrine, joint and combined operations, leadership, and USAF core values.
- Ensure that resident students meet the objectives of intermediate level of professional military education while being afforded the opportunity to complete the requirements of the master of military operational art and science degree.
- Ensure that nonresident students meet the objectives of intermediate level of professional military education by completing all nonresident course requirements.
- Exploit robust educational technologies to support and enhance the activities and mission of the Air Command and Staff College to include, expanding instructional resources, increasing student interaction and retention, focusing student time, and reducing class related annual expenses.
- Provide a premier graduate school physical environment.

ACSC’s three deans—education and curriculum, students and support, and distance learning—provide academic leadership to the school’s faculty and student body. The dean of education and curriculum coordinates the integration of the final curriculum content and directs the planning and implementation of the academic programs of seven curriculum departments: International Security and Military Studies, Joint Warfare Studies, Leadership and Communication Studies, Joint Education, Electives, Curriculum Development and Integration, and Modeling and Simulation. The dean of distance learning is responsible for planning, organizing, and delivering the nonresident program of instruction through the Departments of Curriculum and Operations. The dean of students and support coordinates student activities and is responsible for student services. The dean and the commander and staff of the 21st Student Squadron are responsible for the health, morale, and welfare of 600 US, International Officers, civilian resident students, and their families.

Resident Program

The primary form of instruction in the resident curriculum is seminars held in specially designed rooms featuring closed-circuit television, an array of multimedia equipment, and student access to a school wide computer network and the Internet. Simulated war scenarios provide integrated capstone course exercises throughout the year and are conducted in the seminar rooms and the Air University's Air Force Wargaming Institute. Students are issued more than 80 books to expand their professional capabilities and a personal laptop computer to use to keep track of the academic schedules, online reading assignments, and for use in examinations throughout the academic year.

Duration and Quota

The resident program consists of 10 months of instruction. Approximately 500 officers from the US Air Force, Army, Navy, and Marine Corps; 80 international officers; and 20 civilian employees of selected agencies of the federal government attend this course.

Prerequisites and Selection

Air Force candidates to attend ACSC are selected in conjunction with O-4 promotion boards. A central PME selection board, with major command input, selects the actual ACSC class from these candidates based on their demonstrated potential for assignment to key field grade command and staff positions. Majors, major selects (or equivalent rank), and GS-12 and GS-13 government civilians are eligible to attend ACSC. Reference AFI 36-2301, *Professional Military Education* and website (<http://hq2af.keesler.af.mil/etca.htm>), for additional information.

Degree Granting Authority, Accreditation, and Eligibility

In 1999, Congress granted the Air University (AU) commander the authority to confer a master's degree—the degree of master of military operational art and science—upon the graduates of ACSC who fulfill the requirements for that degree. Air University is seeking accreditation of this degree.

To be admitted to the master's degree program an individual must be selected to attend the ACSC resident program and hold a qualifying undergraduate degree. US applicants other than US Air Force officers must submit copies of their official undergraduate transcripts from all institutions of higher learning to the AU Registrar. The Air University

Registrar verifies bachelor's degrees for all Air Force officers, including Air National Guard and Air Force Reserve officers. Students not having a baccalaureate degree will be allowed to attend ACSC but will not be awarded the master's degree.

International Officers

International officers interested in pursuing the master's degree must submit the following information to the AU Registrar to assess eligibility:

1. Official score sheet of the Test of English as a Foreign Language (TOEFL). The TOEFL is not required for international officers from countries where the official language is English. The minimum acceptable score for *unconditional* admission to the master's degree program is 540 for the paper-based test (207 for computer-based test). The minimum acceptable score for *conditional* admission is 500 for the paper-based test (173 computer-based test). When taking the TOEFL, enter **9069** for AU as the institution code. Students admitted conditionally must retake the TOEFL after beginning ACSC classes. A faculty committee must evaluate the academic progress of any students who do not achieve a score of 540 on the retest to determine whether or not they will be allowed to continue in the degree program.
2. Official transcripts (academic records) of previous degrees with certified English translations. Diplomas alone are not sufficient, but should be included with academic records.
3. A document-by-document evaluation of the academic records by an independent foreign credentials evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) or the National Association of Foreign Student Affairs: Association of International Educators (NAFSA:AIE) to determine if the records are equivalent to a US 4-year bachelor's degree. Applications for this evaluation will be available from the AU Registrar during inprocessing at the International Officer School. When requesting the document-by-document evaluation, the purpose for the evaluation should be stated as: for "further education" or "admissions requirement for master's degree program." A copy of the evaluation must be mailed to the AU Registrar.

It is the responsibility of each individual to pay for costs associated with the TOEFL and credential evaluation requirement. Both the bachelor's level equivalency and minimum score on the TOEFL must be met to be eligible for entry into the master's program. The undergraduate degree and English proficiency requirements are for the degree program and are in addition to prerequisites for admission to the college. Students not having a baccalaureate degree or making the minimum TOEFL score will be allowed to attend ACSC but will not be awarded the master's degree.

Resident Curriculum

Students must complete the 32 semester-hour ACSC resident program with an overall grade point average of 3.00 on a 4.00 scale to earn award of the master's degree.

Orientation Program

noncredit

The orientation program provides students with an overview of ACSC's Program for Joint Education, US Air Force educational learning theory, policies, curriculum, research, and principles they will encounter throughout the academic year. The program includes an introduction to small group dynamics, communication skills, available technology, research requirements, class member responsibilities, and available services to enhance learning.

LC 5500, Leadership and Command

5 semester hours

The Leadership and Command course enhances the students' understanding of their own notion of leadership and then helps them apply that understanding in the development of their approach to leadership and command. Phase 1, "Leadership Foundations," establishes a solid theoretical base. Phase 2, "Leadership Perspectives," provides structured opportunities to reflect on contemporary leadership issues by having senior military and civilian guest speakers and follow-on seminar discussions. Phase 3, "Leadership in the Military Environment," highlights responsibilities, expectations, and resources available to military leaders. Upon course completion, students will be better prepared to face the challenges of leadership during their upcoming command and staff tours. The Commandant Leadership Speaker Series (CLSS) allows distinguished leaders to address the student body on leadership lessons and experiences. Lessons learned in the CLSS are used in the Leadership and Command Course (Phases 1-3) to provide real world experience and challenge students with the most current leadership problems facing our military.

CS 5501, Communication Studies

3 semester hours

The Communication Studies Course provides an interdisciplinary approach to the application of effective communication techniques. The course is designed to enhance student understanding of the complex interrelationships between clarity of thought and clarity of expression, and reinforce the importance of these factors to the successful planning and execution of military operations. Further, the course is designed to address, in an efficient and accessible form, rhetorical issues, choices, and patterns that underlie procedures for effective communication. Military officers must understand how to effectively communicate to be successful as both squadron commanders and staff officers. Analytical capabilities, creative thought processes, problem-solving skills, interpersonal communication techniques, and briefing and writing skills are critical measures of professional effectiveness, and are incorporated in the course which runs throughout the academic year.

**IS 5500, National and International
Security Studies**

3 semester hours

The National and International Security Studies course provides a foundation for understanding the complex and dynamic national and international security environment in which military operations take place. Phase 1 introduces students to the international system, identifying major structure, patterns, actors, and regions. Three world-view perspectives are presented to give students tools to help analyze this strategic environment. Phase 2 explores US national security, focusing on key actors and their roles in the process of formulating US national security strategy and related military strategy. Students also consider how to effectively coordinate all the instruments of power to support our national security interests. The course culminates in Phase 3, giving students the opportunity to assess current national and international security issues through a combination of lectures, panels, and case study analysis.

NW 5500, Nature of War

3 semester hours

The Nature of War course examines the factors, forces, participants, and issues associated with the phenomenon of war. The course commences with a select literature providing Western and non-Western perspectives on war, then introduces an analytic framework that can be applied to understand the actors, causes, and objectives germane to both inter- and intrastate war. The third phase of the course addresses crucial problems concerning the cessation of hostilities, namely war termination and conflict settlement aimed at achieving durable peace.

AS 5500, Airpower Studies

3 semester hours

The Airpower Studies Course expands students' broad understanding of war theory by introducing modern perspectives on war fighting. Students survey twentieth century military history to identify significant contributions to the body of war theory and reflecting on Air Command and Staff College's emphasis on aerospace power, will specifically examine the development of airpower technology, theory, and doctrine, to determine what airpower adds to man's quest for decision in war. Students will describe airpower's contributions in terms of evolving aerospace power doctrine and theory, the principles of war, and the campaign planning process. Throughout the course, students will be challenged to think critically about the operational level of war, reviewing historical operations to extract and explain enduring principles of war and aerospace power. Course composition includes formal and informal lectures, discussions, and student-led historical case studies in seminar. Lectures, formal and informal, introduce broad concepts and provide historical continuity for seminar discussions. Case studies offer an opportunity to evaluate theory and doctrine in an historical context.

NP 5500, National Planning Systems

1.5 semester hours

The National Planning Systems course provides students a critical understanding of national-level decision making and planning processes they will need as future planners and leaders of joint and multinational forces. Moving from the foundation of national security policy making firmly established by previous courses, this course examines the basis for joint warfighting through a study of the roles of the nation's senior civilian and military leadership, current joint doctrine, and historical examples and perspectives. These factors are emphasized in describing how the Defense Planning Systems provide direction for, and assets to support, joint warfighting. These subjects provide a foundation for the Joint Forces and Campaign Planning courses that follow. Upon course completion, students will have an appreciation for how the critical decisions and direction provided by our national leadership drive the missions, structure and resources of our military forces. They will be prepared to formulate innovative solutions to operational problems and further examine the planning and employment of aerospace power as part of joint and multinational operations.

JF 5500, Joint Forces

3 semester hours

To plan and conduct military campaigns as a joint staff member, it is necessary to have a thorough understanding of each of our military services' capabilities, functions, and doctrine, how these forces are provided to the joint force commander and how these forces may best be employed to achieve synergy and unity of effort. This course

develops a foundational understanding of United States military capabilities and functions that a joint force commander will tailor and utilize to accomplish his mission. It provides the baseline for conducting campaign planning in the course that follows and expands upon the National Planning Systems and National and International Security Studies courses by enhancing student understanding of why we are postured and equipped to operate and fight the way we are. Thus while this course provides an overview of joint forces and JFC enablers it by no means is intended to provide a tactical-level knowledge of joint capabilities and functions; rather it is operationally bounded by what the JFC and his staff need to know to run the battlespace.

JC 5500, Joint Campaign Planning

2.5 semester hours

To employ theater forces in military campaigns, it is necessary to have a thorough understanding of the area of campaign planning. The Joint Forces course provided a foundation of our military's capabilities, functions and limitations and how these forces may best be used to achieve synergy and unity of effort. The Joint Campaign Planning course expands and applies this knowledge by providing comprehension and application of deliberate and crisis action planning. (The deliberate plan built in this course may be used as planning support for JTF crisis action planning, JFACC Joint Air Operations Planning and JFACC crisis action planning in later courses.) Phase 1 begins by providing an overview of the many factors that go into the operational art in campaign planning, ensuring the student comprehends key requirements such as centers of gravity and conflict termination before building a campaign plan. Phase 2 builds on this foundation, covers doctrinal definitions of the deliberate planning process, and has students apply this knowledge towards building their own deliberate plan. This phase also uses the Army's Military Decision-Making Process as an example of and a way to reinforce deliberate planning. Phase 3 develops an operational understanding of crisis action planning and has students apply these principles through a case study and the Joint Force Employment computer tool.

AO 5500, Aerospace Operations

4 semester hours

The Aerospace Operations course supports the ACSC mission by equipping students to produce credible and innovative aerospace power solutions to operational level problems, across the spectrum of conflict, by critically examining the current and near-future capabilities of aerospace forces, and their application at the operational level of war. The course is broken into four distinct phases, beginning with a generally contextual neutral discussion of joint and combined aerospace forces and weapons capabilities, and

their doctrinal application within an operational level aerospace component framework. The tone in Phase 2 of the course shifts from contextually neutral to contextually rich, and a foundation is established for the critical analysis of the application of aerospace power in varied contexts in the third phase. Phase 3 uses the framework of the functions of aerospace power to analyze, in detail, strategies for the operational level employment of aerospace power in a contextually rich setting. Students should enter Phase 4 as credible advocates of aerospace power that can develop plausible strategies for its employment. The entire phase will entail a process for planning Joint Aerospace Operations in a crisis action setting as a tool for synthesizing the course concepts to develop an aerospace component course of action.

AE 5500, Aerospacex 2001

1 semester hour

The success or failure of aerospace contingency operations is highly dependent upon short-range planning and execution process, information flow, and decision-making in a time-constrained environment. This wargame-based course allows the student to participate in the centralized control of aerospace power that follows and culminates the joint and aerospace planning processes. It first introduces students to established JAOC organization, interfaces and procedures, and then inserted into a scenario that forces theme to execute those procedures as members of a JOAC staff during a major aerospace contingency. This scenario concentrates on reinforcing the doctrinal principles studied in the aerospace planning course; namely that the *most effective* employment of aerospace capabilities transcends the traditional force-on-force battlespace during major contingencies. In addition, students take away an appreciation of the inordinate amount of work and extreme ingenuity required during centralized control to bring an air campaign to fruition.

Gathering of Eagles

noncredit

The Gathering of Eagles is a unique program that stimulates the study of aviation history. Since its inception in 1982, more than 277 famous aviators from 24 countries have visited ACSC to participate in the “Gathering of Eagles.” The “Eagles” spend time with class members, sign lithographs commemorating their achievements, and participate in “living history” interviews. These teaching interviews allow the students—tomorrow’s leaders—to better understand their aviation heritage and learn lessons from those who shaped it. Research conducted in EL 5633, Gathering of Eagles, forms the basis for this course.

CS 5502, Research Education

3 semester hours

Students must complete CS 5502, Research Education, or the EL 5600, Electives, option. The ACSC Research Education Program is designed to complement the core curriculum and create research opportunities that promote professional development, innovation, and critical thinking. The ACSC Research option provides the students an opportunity to explore a topic or issue in a systematic fashion, to draw meaningful conclusions from that investigation, and to present those results in an organized, academically disciplined fashion. The Research Program has been designed to provide students the opportunity to develop their ability to define an issue succinctly, to conduct thoughtful, logical, and critical research and analysis, and elicit from students well-developed and supported conclusions and recommendations. The Research Program provides the results of student research, writing, and analysis to interested parties, including key decision-makers at the highest levels of command, on relevant national security topics at the operational and strategic levels. The quality of student projects parallels the quality of projects in graduate-level education and are competitive for publication in professional journals or distribution to other comparable sources, agencies, or institutions.

Prairie Warrior Program. The Prairie Warrior research program incorporates a joint war-gaming exercise to teach students the elements involved in planning and executing the air campaign segment of a major regional conflict. A staff comprised of students from the Army's Command and General Staff College at Fort Leavenworth, Kansas, develops and executes the land component portion of the exercise. The air component team begins as a joint forces air component commander staff during the planning phase and transitions to staffing an air operations center during the execution phase. Students develop an understanding of the air campaign process and an appreciation of their roles as aerospace power advocates in the joint arena.

EL 5600, Electives

3 semester hours

Students must complete one of the EL 5600, Electives, options or CS 5502, Research Education. The electives program option complements ACSC's core resident curriculum. The program enables students to investigate a topic in a rigorous fashion, in a seminar setting, and under the direction and guidance of a subject matter expert. Participation in the electives program satisfies the ACSC research and writing requirement. All electives are three semester hours of credit. The college currently offers the following elective courses.

EL 5601, Conscription: How Nations Will Organize to Fight Future Wars. Since before the French Revolution, Western nation states have depended on compulsory military service and conscription to assure that states gained access to enough young men of military age to meet the requirements for national defense. Such practices persist even in the uncertain strategic climate of the early twenty-first century. This course will examine the national security implications of such policies. Beginning with a broad historical overview, students will explore the mechanisms, the policies, and the consequences that stem from state practices that impose involuntary military service upon individuals. As the issues that influence these arguably outdated practices emerge, students will begin to evaluate the utility of conscription practices in light of current trends that indicate that the nation state is losing its utility as a model for global interaction.

EL 5602, Space Policy and Applications. This course is designed for students who already have a strong understanding of space policy and systems. It leverages the collective experiences of the class to create a collaborative learning environment for intense discussion on all areas of space. Space, in general, is in its infancy in terms of operational potential. Space applications are currently force enablers, but the future of space may lead to force application and space control. Students taking this course will reinforce their baseline understanding of space systems and the issues associated with developing space for the future.

EL 5603, Military and Commercial Uses of Space. This course is designed for students who have a limited understanding of space systems and policy. It examines in detail current and future space capabilities (mostly military) of the United States and the world. Topics include such items as: orbits, space law, space doctrine, access to space (launch), space operations, communication (UHF/SHF/EHF), navigation, warning, weather, multispectral imaging, theater missile defense (and systems), and space policy. Space experts in those specific fields mentioned above will present the material.

EL 5604, Teams and Their Organizational Realities. The seemingly interchangeable concepts of teams and teamwork are integral parts of modern military command and operations. Yet, despite years of hard-won experience, it could be debated as to exactly how much we truly understand about the nature of teams, their composition, and the complex interpersonal processes that allow them to function. The current amount of research by military and civilian organizations on better understanding the nature of teams and how they operate

stands as tangible evidence that there is still much we need to learn about these unique organizational tools. Senior officers can no longer simply rely on experience through trial-and-error to learn why some teams work and others fail. The potential consequences of failure demand that commanders understand the complex dynamics underlying teams and their performance. This elective provides military professionals an exceptional opportunity to critically examine research findings concerning the structures and processes underlying teams and their performance in both military and corporate environments.

EL 5605, Weapons of Mass Destruction: Challenge and Response. The spread of chemical, biological, and nuclear weapons, more commonly known as weapons of mass destruction, or simply WMD, promises to confront military officers with one of the least understood and most unpredictable challenges they will face in their military careers. This course is designed to introduce officers to the challenges posed by the spread of WMD and, equally important, to understand responses to reduce this threat.

EL 5606, Small Wars and Counter-Insurgencies. Often the focus in PME is on large-scale conventional warfare, but much of the conflict of the last two centuries has been much smaller scale and often nonconventional. Colonial warfare and counterinsurgency form a crucial part of the study of military history. Western colonialism and imperialism in Africa and Asia were important phenomena of the nineteenth and the twentieth centuries. Many crises today are a partial result of past Western expansion. To better illustrate this part of history and unique way of war, the French, British, and American experiences of colonial warfare and the indigenous response to it from 1830 to 1962 is examined.

EL 5607, Peace Operations and Peace Enforcement. International peace operations will remain one of the most important tools of the United States and the international community as they attempt to contain conflicts, support democratic transitions, provide humanitarian assistance, and protect human rights in the new millennium. Yet recent peace operations have left many unanswered questions regarding their effectiveness. This course asks what lessons past peace operations have given us, and whether we are prepared to use those lessons to improve the chances for success in the future. In particular, this course focuses upon the future role of peace enforcement and whether the United States and its military are prepared to participate in these future scenarios. This course facilitates the officer's understanding of peace operations and the US

military's role in them in preparation for future command positions and staff roles.

EL 5608, Understanding the Causes and Prevention of War. Why do states fight? This course challenges conventional interpretations of this question by fusing together a wide variety of thought-provoking literature, and films. Though theoretical in nature, the intent is to make the great issues that realism raises—war, power, honor, justice, and peace—more “real” in the ordinary sense of that word. The method is simple, but critical—with an eye on “what was,” students will discuss “what is.” In other words, as students examine the dominant theoretical, philosophical, and historical accounts of war, they will also be searching for practical solutions to the war problem. As a result, students will develop their analytical and writing skills as they wrestle with what Quincy Wright described as, the problem of “war-in-general.”

EL 5609, Modeling, Simulation, & Wargaming—Theory and Practice. Models, simulations, and wargames influence critical decisions in diverse activities such as planning, budgeting, manning, resource allocation, education, strategy development, and more. The importance is mirrored by the fact that the US defense community spends more than 2 billion dollars each year on models, simulations, and wargames. This course provides an overview of theoretical foundations of modeling, simulation, and wargaming. The course includes a study of the historical uses of these tools as well as exploring the state of the art in war gaming. Finally, the course researches how to better exploit war games and simulations in the future.

EL 5610, The U.S. Army, 1865–Present: Organization, Doctrine, Performance. This course examines the development of the modern US Army since 1865 through an examination of the development of its organization, doctrine, and performance in various wars.

EL 5611, The Development of Airpower Thought and Practice. This course is designed to explore the evolution of airpower thought and practice. It emphasizes roles and missions as formulated during periods of airpower development and then explores the conduct of those roles and missions during hostilities. The course is taught mostly from the viewpoint of the United States; however, it explores parallel developments in countries such as Germany, Japan, Russia, and Britain.

EL 5612, The Intellectual and Institutional Elements of Air Force Doctrine. This course examines important intellectual and institutional elements that contribute to understanding the development and application of Air Force doctrine. In addition, this course examines the relationship between Service (Air Force) and Joint Doctrine.

EL 5613, Legal Issues and the Commander. This course provides the student with a broad overview of the major legal issues commanders and other Air Force leaders should be aware of to successfully implement mission goals. Military commanders and other Air Force leaders face a variety of complex legal issues that include maintaining a disciplined fighting force; finding money for operational requirements; avoiding fines for violating environmental rules; selecting the right quality force management tools to maintain discipline and morale; and applying international law during peace and war, on land, sea, air, and even in outer space.

EL 5614, Nuclear Coercion Theory or, 'How I Learned to Love the Bomb': A Primer for Strategy and Counterproliferation. This course focuses on the principal issues of nuclear and conventional strategies that are likely to face the United States in the new millennium. The course also examines the history of Coercion Theory in the twentieth century in order to establish a foundation for building new counterproliferation theories needed for a changing world. Additionally, a focus of air strategies is presented since historically they were pivotal to the development and delivery of weapons of mass destruction (WMD). Stockpiles of nuclear and other WMDs such as chemical, biological, plasma, and fuel air munitions litter the world environment calling out for a review of the theories that they supported. These large stockpiles of weapons are awaiting new policy decisions rather than application.

EL 5615, The United States as a Great Power. This course examines US foreign relations from the emergence of the nation as a major world power to the present.

EL 5616, The Impact of the Communications Revolution on Warfighting in the Future. We are currently in the midst of the most radical restructuring of communications capability since the deployment of the telephone. Previously distinct communications capabilities (voice, video, and data) are finally starting to converge on to a single Internet protocol infrastructure. This change in infrastructure is bringing about new capabilities that are changing the way we work, play, live, and learn. While there has been much written about

“Network Centric Warfare,” the reality is that the network and communications capabilities have been pasted on to the warfighting processes that have remained essentially unchanged over the last 50 years.

EL 5617, Morality and War: Implications for the War Fighter. This course is designed to teach the military professional about the moral, ethical, and legal issues surrounding war-fighting duties that could conceivably involve confrontation with an enemy for the attainment of a political objective determined by our civilian leaders. The course begins with an examination of the just war tradition and explores moral and legal considerations, proportionality, necessity, reprisals, and other issues relating to the use of force as an instrument of politics among nation-state and non-state actors. Students examine their own personal views as decision-making military professionals, views that implicitly transcend their particular individual feelings about causing casualties in warfare.

EL 5618, Air Mobility. This elective provides future military and civilian leaders, from all services and the international community, a better understanding of the current and evolving capabilities of air mobility. The course addresses the critical role air mobility plays and will continue to play during peace, war, and operations other than war. It also provides students a better understanding of how the unique characteristics of air mobility—speed, range, flexibility, and responsiveness—support US national security and military strategies.

EL 5619, Revolutionary Innovation in Military Organizations. Many observers believe that the US military is on the cusp of a revolutionary change in how it prosecutes war at the operational level. The terms *revolutionary* and *RMA* are used with great frequency, yet the great significance of these terms is not clearly understood. The purpose of this course is to give the student a clear understanding of revolutionary innovation from theoretical, historical, and practical perspectives. It begins with an exploration of the concepts of innovation, revolutionary innovation, and RMA. It then moves through historical cases of revolutionary innovation, explores the current US revolutionary innovation process, and concludes with an examination of a case of contemporary revolutionary innovation. At the end of this course, the student will be well equipped to evaluate the prospects for revolutionary change in the US military.

EL 5620, The Second World War and the Operational Art. This course is constructed around an examination of important campaigns of the Second World War. Although understanding “what happened” is an important part of historical inquiry, we are more concerned here with the important lessons that can be learned from examining some of the great campaigns of the past. World War II was a watershed in the evolution of modern roles and missions and offers many important lessons dealing with operational innovation, the integration of new technology, effective interservice cooperation, and other topics of current interest. This course should be a mutually beneficial collaboration between the military historian and the military professional. This course examines many contemporary issues facing military professionals from a historical perspective.

EL 5621, The Total Force: Yesterday, Today and Beyond. World events during the post-Cold War years have brought uncertainty and significant change. Resulting trends include decreased defense budgets and increased multinational and joint operations. The United States continues to move toward a smaller military establishment. Reductions in the active force have created a heavier reliance on the reserve component forces (reserve and guard). Within the United States, the era of the large standing military force is over. When fully mobilized, the current military force will be comprised of approximately 50 percent reserve components. As military officers, it's likely students will lead reserve, as well as, active duty component forces. To create a highly effective and integrated organization, students require knowledge of the Reserve and Guard. They need to understand how to plan, organize, and employ the total force into the twenty-first century.

EL 5622, A History of Mutiny, Desertion, and Insubordination. Morale, disorder, resistance, and disintegration have concerned military commanders throughout the ages. This course investigates the underlying and immediate causes of mutiny, desertion, and insubordination in armies, navies, and air forces from a historical perspective. It analyzes the various avenues and levels of resistance to military authority, investigates both underlying causes of discontent and immediate triggers of insubordination, and examines the methods adopted to deter, crush, or alleviate unrest in the ranks.

EL 5623, Intelligence Support to Warfighting. Intelligence has assumed a critical role in modern warfighting. With the advent of stealth technology and precision weapons, commanders rely on intelligence personnel and organizations for tailored products that map enemy forces, determine adversary intent, and facilitate the employment of US forces. As retired General “Buster” Glosson,

architect of the Allied air campaign in the Persian Gulf, once observed that “you can never have enough intelligence,” echoing a sentiment that dates back to the days of Sun Tzu. However, the evolution of our modern intelligence system has often been a laborious process; traditional American concerns about privacy and the efficacy of intel collection have often slowed development of intelligence agencies and technology. At the end of World War I, for example, the Secretary of State William Jennings Bryan ordered his department to dismantle its fledgling intelligence branch, proclaiming that “gentlemen don’t read each others mail.”

EL 5624, The Interagency Process—Bridging the Gap between Diplomacy and War. The US government policy-making process remains one of the most crucial elements in developing conflict intervention strategy. Comprised of multiple actors and disparate organizational cultures, the interagency process is charged with developing national security policy, and hence, conflict termination policy. This course identifies the primary interagency actors, the methods that they use, individually and collectively, to make decisions, and the nature of the policy outcome the interagency community produces. Using PDD-56 as its baseline, this course facilitates the officer’s understanding of that decision-making process in preparation for future staff roles, particularly on the Joint Staff and National Security Council. It similarly helps commanders understand decision-making processes and policy implementation, assisting every officer in becoming a more effective leader at both the command and staff levels.

EL 5625, Curriculum Concepts in Officer Professional Military Education. This course examines accepted notions and models of curriculum, including the Air Force’s adopted Instructional Systems Design (ISD) curriculum model, and investigates the philosophies, development, and implementation of curriculum in the continuum of Air Force officer professional military education.

EL 5626, The Challenge of Command in the American Civil War. The Civil War elective exposes students to a broad understanding of the Civil War by focusing on two major areas. First, the focus is on politics, military strategies, operational art, and tactics employed during the Civil War to increase our broad understanding of warfare and this war in particular. Some historians consider the Civil War as the first “modern” war and others consider it the last “Napoleonic War,” forcing us to consider the changes to warfare brought about by this conflict. Secondly, this course focuses on the leadership challenges faced by commanders on both sides and tries to enhance our own leadership by looking at the successes and failures in

leadership on both sides. The goal is to improve understanding and appreciation for the problems faced by military commanders in another age and, perhaps, increase wisdom and humility in facing the challenges of our time. Student interest in the Civil War and participation in discussions are key to success of this course. There are two field trips: a visit to the Civil War sources at the Alabama Department of Archives and History and a field trip to a Civil War battlefield.

EL 5627, World Space Issues for International Officers. This course focuses on the space contribution to airpower from an international perspective. It includes military applications of space systems, distribution of space-based information, and the increased role of commercial space systems. Since the theme is international space power from a coalition perspective, this course is designed specifically for international officers. It provides information on military, civil and commercial space organizations, systems, and applications. The first part of the course covers space concepts and US space systems, and each lesson consists of a briefing and discussion led by various AU faculty members. Later in the course, students make presentations and lead discussions on their own country's space program, an international space consortium, or another approved topic relating to international space.

EL 5628, War between Equals. This course is constructed around the thesis that ACSC graduates must be able to discuss US forces and capabilities not only from a generic division, wing, or battle group perspective but must also be able to distinguish between like-sized units. Follow-on duties will require ACSC graduates to evaluate comparable strengths and weaknesses of particular units and to select the proper combination of individual units to mold into the optimum warfighting force. Employing a team research approach, students will step through a modern-day US civil war, researching and evaluating forces according to scenario objectives. Using the Checkmate model, students will begin at the National Command Authorities/Chairman Joint Chiefs of Staff (NCA/CJCS) level and follow a single scenario through all levels of deliberate and crisis action planning. The course culminates with joint force air component command (JFACC) execution of a joint air operations plan (JAOP). Students explore the use of concepts such as information warfare and limited intensity conflicts as examined in ACSC core curriculum.

EL 5629, War and Society in Central Europe, 1900–1999. This course is constructed around an examination of war and conflict in Central Europe from 1900 to 1999. It is not a catalog of campaigns and

battles, but an attempt to consider the broader patterns of war and conflict in this volatile region. As such, it is a study of politics and society as well as military affairs. The aim is to come to an understanding of the growing pains of nation-states, the cultural roots of conflict, and the problem of national defense in historical perspective. The course also considers the relation of conflict in the region to European and international affairs; both from the standpoint of small states caught up in world events and outside intervention. The focus of the course is scholarly inquiry and historical scholarship as opposed to policy and operational considerations. Familiarity with the complex history of the region and advanced scholarship stands to offer the military professional a more advanced knowledge of the strategic environment as well as the phenomena of war.

EL 5630, Radical Political Religion, Ideology and the State: The Case of Islamism. Radical political religion is perhaps the least understood among the various ideologies which, in the aftermath of the disintegration of the Soviet Union, are challenging the established order of nation-states. And yet, in the next several decades, the Islamist form of this phenomenon may well have a disproportionate impact on the transformation of global politics. Inasmuch as military officers will be obliged to confront the problems arising from such rapid changes in the international environment it is certain that, as a consequence, traditional military roles will be significantly altered. In giving the officer an opportunity to learn how Islamism relates ideologically to both the concept and reality of the state, this elective course will help prepare him/her to comprehend the way radical political religion can shape the geopolitics of the twenty-first century.

EL 5631, Korea: The "Forgotten War." Somehow the story of the Korean War has been lost between the triumph of World War II and the trauma of the Vietnam War. It was the first American war of the twentieth century without a victory and the first "limited war." As a result decision makers vowed "never again" but of course America has since engaged in two other wars in Asia, both much better known. Studying certain aspects of the Korean conflict could be of great value to military leaders serving in the first years of the twenty-first century. For example, the issues of civilian control, restrictive rules of engagement, creeping mission objectives, coalition warfare, and fighting against a numerically superior, rugged, nonwestern foe armed with less advanced technology could be examined. In addition, the emergence of China as a peer competitor and North Korea as a potential trouble spot commends this earlier war to the attention of all Americans.

EL 5632, The War for Public Opinion: Propaganda, Public Affairs and the Military-Media Relationship. The intense war for public opinion and support is perhaps the least understood strategic center of gravity that an operational commander will face in any conflict. And yet, throughout history, wars have been won or lost largely due to the population's willingness to support the operational goals of their government. As a result, US commanders are obliged to confront the problems associated with news and information being instantly available to world populations. They must effectively deal with the media and with enemy propaganda while simultaneously executing a military operation. In giving the officer an opportunity to understand the historically important role propaganda, public affairs operations and the media have played in past conflicts, this elective course will help prepare future operational commanders to comprehend the way the new global information environment affects the battlefield of the twenty-first century.

EL 5633, Gathering of Eagles. The Gathering of Eagles elective is a unique opportunity for students to conduct in-depth study of selected famous aviators and aerospace pioneers. Students research the backgrounds of aerospace leaders to include aircraft flown and the unique contributions to aerospace history. The research conducted allows students to better understand their aerospace heritage and learn lessons from those who shaped it. The "Eagles" spend time with class members and participate in "living history" interviews, both one on one and from the ACSC stage. This research forms the basis for an end of year program presented to the entire student body and aerospace community.

Other Curriculum Activities

ACSC conducts several educational activities that support the resident core curriculum.

Commandant's Specials. These special presentations enhance the resident curriculum by giving students and faculty the opportunity to interact with distinguished leaders and experts from across political, economic, and military environments. Speakers, past and present, include members of Congress, ambassadors, and top civilian and military leaders in the Department of Defense.

Curriculum Summary

Course Title	Academic Contact/ Credit Hours	
	Contact Hours	Semester Hours
Orientation Program	32	0
LC 5500, Leadership and Command	97	5
CS 5501, Communication Studies	27	3
IS 5500, National and International Security Studies	45	3
NW 5500, Nature of War	45	3
AS 5500, Airpower Studies	45	3
NP 5500, National Planning Systems	21	1.5
JF 5500, Joint Forces	45	3
JC 5500, Joint Campaign Planning	40	2.5
AO 5500, Aerospace Operations	60	4
AE 5500, Aerospace 2001	40	1
Gathering of Eagles	12	0
Research and Electives	45	3
TOTAL	554	32

Aerospace Power Demonstration. The entire student body visits Eglin Air Force Base, Florida, for an airpower demonstration. Students view static display aircraft, current and future weapons, and air operations center equipment demonstrations. The visit culminates with a live-fire demonstration of the full spectrum of airpower capabilities.

Nonresident Program

Established in 1948, the ACSC nonresident program provides intermediate-level PME to officers unable to attend in residence. In 1969, ACSC expanded the scope of the program by implementing a seminar program to provide for the sharing of opinions, expertise, and experiences among the seminar members. Both the seminar and correspondence programs achieved Phase I Joint PME accreditation in 1992 and were reaccruited in 1997. In 1999, the nonresident program was placed under the dean of distance learning (DL). The nonresident program provides PME to about 85 percent of all Air Force majors and major selects.

Today, technology offers opportunities to improve traditional seminar and correspondence programs. The DL staff continually explores new and better ways to meet the demand for PME of midcareer officers stationed throughout the world. By using computer-based

education and satellite technologies, the nonresident course is narrowing the gap between resident and nonresident education. These advances clearly identify ACSC as a pacesetter in Air University and the educational community.

Eligibility. ACSC nonresident programs are offered to US active duty, reserve, and National Guard major selects and above from all services. DOD civilian employees in the grade of GS-11 or above, or equivalent, may also enroll. Civil Air Patrol officers serving in the grade of major or above may enroll in the correspondence program only. International applicants for nonresident ACSC programs must be a major selectee or higher or equivalent grade civilian employees of the military department of a country or international organization assigned to a DOD billet. International officers may also enroll through the Foreign Military Sales (FMS) training sponsorship program. Reference AFI 36-2301, *Professional Military Education*, and visit the ACSC public web site: <http://www.wacsc.maxwell.af.mil> for further information.

Program Description. The ACSC nonresident curriculum is designed to support the three components of ACSC's mission statement: to prepare leaders for higher level command and staff responsibilities; to prepare leaders to understand, plan, and execute components of an air campaign and the joint campaign planning process; and to prepare leaders to think logically and critically at the operational level in order to expand and advance the body of aerospace knowledge. The course of study is an integrated process. It begins with the studies designed to enhance the students' leadership and command skills and it ends with lessons in which students will learn about possible future force structures needed to meet an undefined and technologically accelerating future.

The ACSC distance learning curriculum is delivered via printed books, CD-ROM, and the Internet. Students receive an integrated multimedia curriculum that includes textbook readings, video, and interactive applications. Students have 18 months to complete this program and must achieve a minimum score of 70 percent on each of six examinations and complete four online exercises. Students may choose one of three methods to complete the program. The same personnel record entry ("nonresident") is made for all three forms of enrollment upon successful course completion.

1. Correspondence (self-study): This method affords students the opportunity to choose the time and place of study. ACSC provides the framework for completing this program by providing a recommended schedule for students to follow. Students may enroll at any time throughout the year.

2. Seminar: In this 11-month program students meet weekly (on base) in a forum designed for the free exchange of ideas and opinions on vital issues facing the USAF, DOD, and the nation. Seminar participants share unique background experiences and technical expertise. ACSC provides the framework for conducting the seminar program by providing a schedule for the seminars to follow. This seminar is composed of 8-18 members and begins in August of each year.
3. Cyber-Seminars: In this 11-month program students meet weekly in a “cyberspace” forum designed for the free exchange of ideas and opinions on vital issues facing the USAF, DOD and the nation. Seminar participants share unique background experiences and technical expertise. Beginning in August of each year, students conduct weekly meetings in the ACSC Electronic Classrooms. ACSC provides the framework for conducting this seminar by providing a schedule for the seminars to follow. The seminar is composed of 8-15 members. (NOTE: Each student must subscribe to an on-line service providing Internet access and is financially responsible for all costs associated with their on-line services. Students choosing this method of study must contact the ACSC Distance Learning Department upon enrollment.)

ACSC has a Distance Learning Electronic Campus on the Internet. Any student enrolled in the ACSC program may have access to the campus. The campus contains a library with lesson plans, audio/video files, readings and interactive computer simulations. Additionally, students can post messages on the bulletin boards and join on-going discussions in the chat areas. For additional information or to obtain access to the campus contact ACSC Distance Learning Department at DSN 493-7901 or (334) 953-7901, 1-800-316-7042 or e-mail: acscdl@maxwell.af.mil.

The ACSC nonresident program is organized into the following seven curriculum blocks.

00030A: Lessons include Military Leadership in the New Millennium; The Role of a Leader in the Development and Maintenance of Organizational Culture; Perspectives on the International System; Tools for International Strategy and Policy; National and International Security Issues, part 1 and 2.

00030B: Lessons include Foundational Perspectives on the Nature of War; The Western Perspective; the Nonwestern Perspective, an Analytic Framework for the Study of the Nature of War; War Termination And Conflict Resolution, part 1 and 2.

00030C: Lessons include The Age of Total War; Evolution in the Interwar Years; Airpower and the Operational Level of War, part 1 and 2; Modern Theories of Aerospace Power; Developing a Personal Leadership Philosophy by Knowing Yourself; The Role of a Leader in the Development and Maintenance of an Effective Air Force Team.

00030D: Lessons include Roles and Functions of the US Armed Forces and US Air Force Operations; US Maritime Forces: the Navy, Marines, and Coast Guard; United States Army Operations and Special Operations Forces; Operational Force Enablers, part 1: Command And Control For Joint Air Operations, and Intelligence Support to Operations; Operational Force Enablers, part 2: Force Protection, Reserve Component, Agile Combat Support, Defense Transportation System, and a Logistics Overview.

00030E: Lessons include Aerospace Doctrine and Strategy; Command And Control (C2) for Aerospace Operations; Aerospace Power Employment; Aerospace Operations Planning Tools for the JAOP through the ATO; The Joint Air Operations Plan (JAOP) (Stages I-V).

00030F: Lessons include Doctrine and Organization; Defense Planning Systems; Joint Campaign Planning; Deliberate Planning; Crisis Action Planning, Advanced Planning Considerations and Case Studies; Leadership and Command, Phase III: Challenges to Leadership and Resources Available to the Leader, Preparing for Tomorrow While Leading in Today's Air Force.

00030G: Lessons include an Air Force Exercise: Strategy; Future Capabilities and Concepts: How to Study the Future, Scanning the Horizon for Change, Wildcards, AF Application of Future Concepts.

Other Programs

ACSC conducts several activities that enrich the experience of its students and their families during the academic year.

International Officer Program

International officers have attended ACSC every year since 1946. During its 54-year history, the college has graduated more than 2,500 international officers from 92 nations. Before attending ACSC, international officers attend a six-week preparatory course conducted jointly by the International Officer School and ACSC. This course

increases the officers' ability to speak and understand the English language while familiarizing them with the United States Air Force organization and mission. In the past, international officers graduated after completing seven months of the 10-month course. Beginning with the 1994 class, international officers attend ACSC the entire academic year, further enhancing their ACSC learning experience. During the year, these officers participate in field trips that supplement the curriculum objectives. As part of the DOD information program, they tour Washington, D.C., and military and aerospace facilities in Alabama, Florida, and Georgia.

Athletic Programs

The ACSC athletic program is designed to improve the quality of life for students and faculty by creating and sustaining an environment that promotes personal health, fitness, and professional growth. With that in mind, the objectives of the program are to help all personnel pass the fitness test on the first attempt and to put in place a program that fosters social interaction and team building in conjunction with healthy competition. The athletic program includes competitive seminar and intramural sports. It also includes mandatory participation in school scheduled sports activities by all 44 seminars and a faculty team in three sports during the scheduled sports days. The ACSC sports activities are softball, bowling (during winter/rainy weather conditions), and volleyball. Students and faculty also compete in base intramural activities as well. Finally, students and faculty members are afforded the opportunity and are encouraged to engage in personal fitness/aerobic activities at least three times per week. ACSC conducts annual fitness testing in accordance with AFI 40-501, *The Air Force Fitness Program*.

Spouse Program

The Spouse Program helps integrate resident students' spouses into the ACSC experience. It offers many opportunities for spouses to learn, grow, and share the ACSC experience with students and faculty. This program acquaints spouses with the college's academic requirements, increases their awareness of current events and DOD issues, and provides opportunities for personal growth and development. Participation is completely voluntary, and the spouses determine the program's scope and direction.

Academic Credit

The American Council on Education (ACE) recommends 27 semester hours of graduate credit for completion of the ACSC resident or nonresident correspondence or seminar curricula. The credit recommendations are

- 9 semester hours in military history and evolution of strategic thought,
- 6 hours in regional studies,
- 6 hours in defense resource management, and
- 6 hours in defense policy and national and international security.

ACSC graduates are eligible to apply these credits to their personal educational endeavors. However, ACE only recommends credit. Each college or university decides whether to honor these credits and apply them toward a specific degree.

AIR WAR COLLEGE

Maj Gen David F. MacGhee Jr., Commandant
Col Dane R. Martin, Vice Commandant

Internet address

<http://www.maxwell.af.mil/au/awc/awchome.htm>

Mission: *To educate senior officers to lead at the strategic level in the employment of air and space forces, including joint operations, in support of national security.*

The War Department established the Air War College (AWC) in 1946 at Maxwell Field, Alabama, and the college has operated continuously since that time, except for a period of six months during the Korean conflict. The student body consists of a select group of senior military officers and civilians with diverse backgrounds who are brought together for 10 months of graduate-level study.

Goals: Conduct a rigorous educational program that emphasizes air and space forces and the application of these forces in a joint military environment. Consequently, the program contributes to the professional development and motivation of senior officers. The Air War College course of study broadens the graduates' understanding of and refines their ability to analyze and articulate

- current and future threats to the United States and its allies and then develop alternative military employment concepts and capabilities appropriate to counter those threats;
- national and military strategies through the study of history, and then formulate and evaluate military strategies appropriate for current and anticipated needs;
- the roles and unique characteristics of airpower—speed, range, flexibility, precision, and lethality—in supporting US national security objectives across the full spectrum of conflict;
- the role of national space power as derived from synergy among the four components of the US space program: civil, commercial, national security, and military;
- the evolutionary development and utility of the military doctrines of the United States and other major world powers;
- US national security policy and the process of formulating and implementing that policy;

- contemporary international and national security environments and their influence on US security interests and on the formulation of national security policy;
- the values, attitudes, and ethical factors essential to the professional officer; and
- the functions, special requirements, and challenges of command, leadership, and management particular to senior leaders of large, complex organizations.

The fulfillment of the mission of the Air War College presents a dual challenge—academic and professional. To meet these challenges, the school develops the knowledge, skills, and attitudes significant to the profession of arms with emphasis on aerospace power and its application in joint and combined operations. As the senior Air Force professional school, the AWC annually educates approximately 265 resident and 3,800 nonresident students from all US military services, from federal agencies, and from 40 other nations.

The Air War College has five academic departments (Leadership and Ethics; Future Conflict Studies; International Security Studies; Strategy, Doctrine, and Air Power; and Joint Force Employment), an assistant dean for research and electives, and an academic support department (Plans and Programs) led by the Dean of Academic Affairs; a Dean of Students; a Dean of Nonresident Studies, and a Director of Operational Support.

The college's teaching faculty includes 35 military members and 30 civilian scholars. Seven of the military faculty represent the other US military departments. In addition, nine Air University advisors assigned to Air University are available to teach and advise at Air War College. These advisors represent the US Marine Corps, US Army, US Navy, German Air Force, Royal Air Force, Air Force Reserve, Air National Guard, Central Intelligence Agency, and Department of State.

Resident Curriculum

The Air War College resident program consists of one 10-month class each academic year. The class includes members of each US military service, employees of selected civilian agencies of the federal government, and Air Force officers from the international community of nations.

Prerequisites and Selection

The Central Senior School Selection Board, Headquarters USAF, chooses Air Force officers who have demonstrated an outstanding

potential for senior command and staff positions to attend the Air War College. Lieutenant colonels and colonels—or the equivalent Navy rank or civil service grades—are eligible to attend AWC. Additionally, officers from the US Air Force Reserve, Air National Guard, and other US military services; select international officers; and US federal civilians may attend. The *Air Force Education and Training Course Announcements (ETCA)*, formerly Air Force Catalog 36-2223, *USAF Formal Schools*, provides additional information.

Degree Granting Authority and Eligibility

Congress has granted authority to the AU commander to confer the master of strategic studies degree upon graduates of AWC who fulfill the requirements for that degree. To be admitted to the master's degree program an individual must be selected to attend the AWC resident program and hold a qualifying undergraduate degree. The undergraduate degree requirement is for the degree program and is in addition to admission to the college. Students not having a baccalaureate degree will be allowed to attend AWC and will, upon graduation, receive the AWC diploma but will not be awarded the master's degree.

The Air University Registrar verifies bachelor's degree for all Air Force officers to include guard and reserve officers. US applicants other than Air Force officers must submit, to the AU Registrar, official undergraduate transcripts of credit earned from all previously attended institutions of higher education.

International officers (IO) interested in pursuing the master's degree must submit the following information to the AU Registrar to assess eligibility:

1. Official score sheet of the Test of English as a Foreign Language (TOEFL). The TOEFL is not required for international officers from countries where the official language is English. The minimum acceptable score for *unconditional* admission to the master's degree program is 540 for the paper-based test (207 for computer-based test). The minimum acceptable score for *conditional* admission is 500 for the paper-based test (173 computer-based test). When taking the TOEFL, enter **9069** for AU as the institution code. Students admitted conditionally must retake the TOEFL after beginning AWC classes. A faculty committee must evaluate the academic progress of any students who do not achieve a score of 540 on the retest to determine whether or not they will be allowed to continue to the degree program.
2. Official transcripts (academic records) of previous degrees with certified English translations. Diplomas are not sufficient but should be included with academic records.

3. A document-by-document evaluation of the academic records by an independent foreign credentials evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) or the National Association of Foreign Student Affairs: Association of International Educators (NAFSA:AIE) to determine if the records are equivalent to a US four-year bachelor's degree. Applications for this evaluation will be available from the AU Registrar during in-processing at the International Officer School. When requesting the document-by-document evaluation, the purpose for the evaluation should be stated as: "further education" or "admissions requirement for master's degree program." A copy of the evaluation must be mailed to the AU Registrar.

It is the responsibility of each individual to pay costs associated with the TOEFL and credential evaluation. Both the bachelor's level equivalency and minimum score on the TOEFL must be met to be eligible for entry into the master's program. The undergraduate degree and English proficiency requirements are for the degree program and are in addition to prerequisites for admission to the college. Students not having a baccalaureate degree or making the minimum TOEFL score will be allowed to attend AWC but will not be awarded the master's degree.

Core Curriculum

Students must complete the 31 semester-hour AWC resident program with an overall grade point average of 2.7 on a 4.00 scale to earn award of the master's degree. The core curriculum consists of five major areas: future conflict studies; leadership and ethics; international security studies; strategy, doctrine, and airpower; and joint force employment. AWC redesigned the curriculum to better educate officers to lead and fight tomorrow's wars and to embrace accelerating change as the norm. The curriculum represents a fundamental refocusing of senior-level professional military education brought about by the end of the cold war (which caused changes in national priorities), declining force size, a less stable world, and an accelerating rate of change. These factors require US military forces to alter the way they think about, attempt to deter, and conduct war.

Resident Program Course Descriptions

The Air War College resident curriculum consists of the following course offerings by the Departments of Future Conflict Studies (DFS); Leadership and Ethics (DFL); Strategy, Doctrine, and Airpower (DFS); International Security Studies (DFI); and Joint Force Employment (DFW).

Dean's Days

Air War College introduces the academic year with four instructional periods known as "Dean's Days." Under the leadership of the Department of Future Conflict Studies, the several academic departments develop these instructional periods to highlight key themes that will be developed throughout the larger curriculum. These themes include The Future of War; American Forces Today and Tomorrow; Leadership on the Edge; and an initial exercise in time-constrained decision-making focused on ambiguous and asymmetric national security threats.

DFC 6100, Future Conflict Studies

3 semester hours

Future Conflict Studies educates senior officers to lead at the strategic level in the employment of aerospace forces, including joint and combined operations, in support of national security with special emphasis on the future-oriented challenges on the emerging security environments. Identifies the strategic implications of future-oriented threats, especially those likely to be asymmetric to US experience and expectations. Examines the US national military strategy, USAF research and development (R&D) and future operational planning from the "Red Team" perspective, where possible, to permit agile, proactive and future-focused USAF strategic planning for air, space, and information superiority.

DFL 6200, Leadership and Ethics

3 semester hours

Leadership and Ethics educates senior leaders to develop the vision, competencies, and ethics to lead in the strategic environment. The objective is to assist the student to transition from the direct tactical level of leadership (applying ethical standards and the leadership and management of individuals at the unit level, i.e., leadership by presence) to the indirect strategic levels of leadership (establishing and maintaining ethical standards while leading large units/organizations through subordinate commanders, i.e., leadership by principle).

DFI 6300, International Security Studies

4 semester hours

International Security Studies analyzes the development and implementation of US national security, to include principles, practices, participants, and challenges. The purpose of the course is

to educate senior officers on the development and implementation of national security strategy and policy. Building on principles and practices of US security policy, the course then shifts to cover US regional security issues and problems. This course links US national security to the political and economic conditions and events in Europe, Asia, Russia, Latin America, the Middle East, and Africa.

DFS 6400, Strategy, Doctrine, and Airpower **4 semester hours**

The Strategy, Doctrine, and Airpower Course instills in students an understanding of the roles of strategy, doctrine, and the employment of aerospace power in national security. The course builds on the following assumptions. First, strategy is based on time-tested principles. Second, strategy and doctrine are inextricably linked and an understanding of both is critical for the senior leader. Finally, wars test the validity of specific strategies and doctrines with important lessons for the leaders of today and tomorrow. With these assumptions in mind, the course uses history—particularly the history of air and space power—as a vehicle for developing an understanding of the employment of air and space forces in support of national security today and in the future.

DFW 6500, Joint Force Employment **6 semester hours**

Joint Force Employment prepares students to apply critical thinking when developing joint and multinational warfighting strategies, to understand the capabilities and doctrines of sister services, and to appreciate the role of aerospace power as a key component of joint warfare. To do this and provide the highest quality joint education available, the department addresses several areas: the application of the national military strategy in attaining national security objectives in peacetime and in war; the interrelationship of national and defense planning systems; theater-level operations focusing on leadership and employment of multiservice and multinational forces in joint and combined operations in war and military operations other than war; and understanding the integration of joint and service systems supporting military operations at the strategic level of war. The department's curriculum is divided into 26 instructional periods, which are seminar discussions and case studies requiring planning and decision making at the strategic level. A follow-on 5-day Crisis Decision Exercise will culminate this block of issue periods.

Core Electives Program **6 semester hours**

The Air War College Core Electives Program (CEP) offers a wide variety of high-quality courses to support and enhance the curriculum. It is one of AWC's primary programs for promoting learning and creativity among students and faculty. It complements

the core offerings required by the Departments of Future Conflict Studies; Leadership and Ethics; Strategy, Doctrine, and Airpower; International Security Studies; and Joint Force Employment. CEP offers opportunities for structured, in-depth learning as well as for broadening horizons essential for strategic leaders. AWC offers over 100 elective courses throughout the year. CEP allows class members a reasonable amount of flexibility in selecting courses that interest them while meeting AWC educational requirements. Electives are offered in the first three academic terms. The four major objectives of the electives are to

1. enhance and complement the core curriculum with opportunities to achieve greater depth and breadth of understanding in critical issues,
2. tailor study to individual needs,
3. provide the AWC curriculum with the flexibility to adapt quickly and proactively to the dramatic changes sweeping the international and domestic security environments, and
4. inspire and enable faculty and students to pursue specialized research.

Core Electives Requirements. Each US student must take five core elective courses, of which one must be an airpower elective during the academic year. Courses fulfilling this requirement are denoted “airpower” in the *Core Electives Catalog* and are offered throughout the year. They range widely from histories of air campaigns to space issues. During term 3, each US student will also take one Regional Studies (RS) Seminar in preparation for his/her field trip—RS is balloted for separately. The RS is not counted as one of the five core elective courses.

International Officer Electives Requirements. International officers (IO) also take five core elective courses. All IOs must take one airpower core elective and any four other core electives. Some IOs may be asked to take English as a Second Language in term 1, which fulfills one of the “any four electives” requirement. The Commandant’s Professional Studies Paper (CPSP) is optional for IOs and may be also used to fulfill one of the “any four electives” requirement (see details below).

Each core elective requires a minimum of two formal evaluative instruments, at least one of which must be written and substantive. These evaluations can include but are not limited to, a midterm or final exam, short papers, longer essays, book reviews, exercises, oral reports, background papers, thought pieces, or any other formal product the instructor deems appropriate.

Commandant's Professional Studies Paper

Research and writing by Air War College students and faculty is widely sought by commanders, staffs, service schools, think tanks, academic personnel, and other civil-military organizations. Original research by AWC students and faculty has been incorporated in joint doctrine and force concepts. With the author's permission, some papers may be placed on the Internet through the Air University web site, and provided to the Defense Technical Information Center and the Air University and Air Force Academy libraries.

The Commandant's Professional Studies Paper provides students a tested and proven opportunity to develop the skills of critical analysis, strategic thinking, decision-making capabilities, and the persuasive presentation of ideas with a defensible argument. To that end, the paper has the following objectives:

- Provide students the opportunity to conduct research on a topic of their choice,
- Assist students to conduct thoughtful, logical, and critical research and analysis,
- Share the results of student research, writing, and analysis with key decision makers at the highest levels of command, and
- Assist students, if they desire, in submitting papers for publication in Air Force, sister service, and other professional journals and periodicals.

The CPSP is *not* a requirement for graduation at the Air War College; it is an *opportunity* for intellectual growth and contributing to national security. The CPSP is not associated with any single academic department. The assistant dean for research and electives administers the CPSP. CPSP is open to *all* AWC students—including international officers.

Students who complete an approved CPSP will be credited with one course of their required elective courses. In some cases where a simple CPSP is evolving into a more significant or demanding project, the student and the faculty advisor may request that the dean approve granting of credit for two (2) electives for the project.

Special Projects

Students may participate in special projects which are requested by a general officer upon approval of the AU Commander or the AWC Commandant. The project must have significant impact (to be determined by AU/CC or AWC/CC) on the US Air Force and be for the good of the US Air Force. Such projects may fulfill the requirements of

an Elective Course “Directed Study” or CPSP, depending on the nature and scope of the request. The student(s) will develop a project proposal with the assistance of a faculty member. The Assistant Dean for Electives and Research or the CPSP Director will evaluate the proposal in the context of the overall academic program and make a recommendation through the Dean of Academic Affairs to the Commandant on the appropriate elective offset and specifically whether a “Blue,” “Red,” or “White” elective credit should be granted. Any allocations of funds will be the responsibility of the requesting organization.

AY01 Core Elective Courses

<i>Course Number</i>	<i>Elective Course Title</i>	<i>Course Number</i>	<i>Elective Course Title</i>
6418	American Leadership and the War of 1812	6215	Leadership Case Studies
6815	Advanced Counterproliferation Issues	6216	Leadership in the 21st Century
6416	Air Mobility	6218	Leading Visionary Organizations
6412	Air War in the Pacific	6311	American National Government (IO only)
6415	Airpower Theory, Doctrine and Strategy, 1910–1945	1226	The Commander and the Law
6416	Airpower Theory, Doctrine and Strategy, 1945–Present	1523	Navy and Marine Corps Expeditionary Forces
1514	America’s Army	6133	NBC Threats and Counterproliferation Issues for the USAF (Classified—US Only)
6417	American Civil War	6222	Psychology of Decision-Making
6210	Art of Command	6342	Russia and the Soviet Successor States
6313	Causes of War	6344	Russian/Soviet Military History
6115	Chemical and Biological Warfare Issues for the USAF		
6329	Intelligence	6524	Space Fundamentals (US Only)
6211	Command and Conscience	6525	Space Issues (Classified—US only)
6116	Commandant’s Professional Studies Paper		
6117	Commandant’s Professional Studies Paper—Airpower	6529	Special Operations—Then and Now (Classified—US Only)
6212	Core Values	6447	Strategy and Technology I
6113	Asian Conflicts and US Interests: Implications for the Future	6448	Strategy and Technology II
6122	Directed Study	6137	Substate Conflict
6123	Directed Study—Airpower	6139	Sun Tzu: Unconventional Strategic Thought

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<i>Course Number</i>	<i>Elective Course Title</i>	<i>Course Number</i>	<i>Elective Course Title</i>
6472	Billy Mitchell's Air War: Practice, Promise, and Controversy in Early Military Aviation	6314	Civil War Soldier
6320	Emerging Southeast Asia	6453	Technology and the History of Warfare
1213	Executive Speaking	1517	Intelligence Support to Warfighting (US Only)
6129	International Crime and National Security	6110	International Rivals: Leadership and Strategic Cultures in Countries and Groups of Concern
6226	Leadership and the AEF	6439	Military Biography
6441	National Security Planning: FDR to Present	6135	Ottoman Strategy and Modern Turkey
6225	Senior Leadership Survival Course	6526	Space Policy Issues
6470	Strategic Nuclear Issues and International Security	6452	Surprise and Deception in Modern War
6364	The Collapse of Yugoslavia	1225	The Commander and the Law
6345	The Future of Europe	6213	The Leader and Strategic Leadership
6346	The Politics of NATO	6466	War and Peace in the Balkans 1800–2000
6350	War in Colombia	6531	Wargaming, Modeling, and Simulation for the Warfighter
6119	WMD Counterforce Issues	6217	Leadership and World War I
1710	English as a Second Language (International Officer Course)	6454	Technology and World War I
6541	Character Development Education	6140	Terrorism
6432	Foundations of Modern Strategy	1226	The Commander and the News Media
6314	Chinese Military Affairs	6424	Clausewitz and His Critics
	Gulf War	6521	Theaters of Future Conflict
6516	History of Joint Warfare	1530	Future Total Force Issues
6328	History of Warfare in the Middle East	6458	US Defense Policy since 1945
6121	Cultures of Violence	6426	Directed Study in Military/Strategic Thought
6331	Inter-American Security Issues	6349	US Grand Strategy
6130	International Flash Points (Classified—US Only)	6460	USAF Senior Leadership: A Historical Approach
6332	International Organizations & Peacekeeping Ops	6461	Vietnam War 1945–1975
6134	NRO Issues (Classified—US Only)	1462	Visual Media: Propaganda and Strategic Image
6518	Joint Force Air Component Commander (JFACC) Introduction	6531	War Gaming, Modeling, and Simulation for the War Fighter
6519	Joint Land, Aerospace, and Sea Simulation (JLASS) I	6322	Ethnicity and Nationalism
6520	JLASS II	6532	World Space Issues (IOs Only)

Additional Core Programs

RS 6600 Regional Studies

5 semester hours

The Regional Studies Program provides each student the opportunity to evaluate an area of the world where a regional unified commander in chief must implement national military strategy in support of US security policy. This implementation is considered in light of State Department regional strategy and Expeditionary Air Force capabilities, along with other military options. The course allows AWC students to gain an inside perspective by visiting and studying a region for a 10- to 12-day period during the field studies portion of the course. Before discussing security policy issues with senior-level political, military, and academic leaders in other nations, each student will, during the third term, complete 30 classroom hours of focused academic preparation and begin work on a research paper dealing with regional security in the area. The research paper is completed following the field studies trip to permit inclusion of field observations in the student's analysis.

IO 6690 International Officer Field Studies

5 semester hours

This course is structured to enhance the educational and cultural experience of international officers, and support Department of Defense Informational Program (DODIP) objectives for international military students by assisting AWC international officers in gaining a balanced understanding of US society, institutions, and goals. The course builds on the AWC curriculum by exposing IOs to US military operations, training, organization, equipment, and facilities during six major field studies trips. Trip duration is typically 4–12 days. The Field Studies Program introduces IOs to leadership and management techniques and concepts used in military, government, and industrial environments; and provides IOs the opportunity to interact with senior level commanders, managers, and executives within and outside the government.

AWC Resident Curriculum Summary

Course	Contact Hours		Academic Credit
	<i>Total</i>	<i>Credited for Masters</i>	<i>Semester Hours</i>
Orientation	10	0	0
Executive Wellness	10	0	0
Future Conflict Studies	39	39	3
Leadership and Ethics	42	42	3
International Security Studies	60	60	4
Strategy, Doctrine, and Air Power	73	73	4
Joint Force Employment and related exercises	144	90	6
Regional Studies Program (Academics and Field Study)	75	75	5
Core Electives Program*	150	90	6
National Security Forum (NSF)	30	0	0
Distinguished Lecture Program	100	0	0
TOTAL	733	469	31

*3 of 5 electives from designated list of accredited electives

National Security Forum

The National Security Forum (NSF) is hosted by the secretary of the Air Force and held during the week before graduation. It is the capstone event of the Air War College's academic year. NSF brings together approximately 100 civilian leaders with diverse backgrounds from locations around the United States to join with the Air War College class.

The primary objective of the NSF is a frank and candid exchange of views on national security matters among our invited guests, Air War College students, and senior military and civilian leaders. The week is devoted to exploring the many issues that affect the current and future security of our country with a heavy focus on the role of aerospace power as an instrument of national security. The forum's distinguished speakers, seminars, and social functions serve to broaden and solidify the participants' understanding of aerospace power and national security issues.

Distinguished Lecture Program

The commandant selects approximately 28 distinguished speakers who will address the class throughout the academic year. They lecture and then may visit several of the 18 AWC seminars that are held immediately following their presentations. During their lecture, the speakers focus on senior leadership themes or topics and issues with which senior leaders should be familiar. Student preparation is limited to critical listening, questioning the speaker, and active participation in the seminars that follow. The Department of Leadership and Ethics facilitates this program.

International Officer Courses and Programs

American National Government

American National Government course is designed for international officers. It examines the theory, structure, process, and practice of governance in the United States.

English as a Second Language

English as a Second Language course is for selected international officers only. It provides intensive work in the English language.

World Space Issues

World Space Issues is an in-depth review of international space issues. The course focuses on the military operational uses of space and US space systems, their capabilities and limitations, as well as the current issues involved with each system. This course provides insight into the growing reliance on commercial space systems and on an overview of the space systems of other space-faring nations around the world.

International Officer Field Trips

The International Officer Field Trips provide extensive travel around the United States for international officers. Trips are sponsored under the Air War College academic curriculum and the Department of Defense Informational Program for International Officers.

Noncredit Elective Program

In addition to credit electives, the Air War College offers several noncredit electives. These electives serve the whole person at the senior executive level and include spouses. These offerings provide a fundamental knowledge and offer opportunities for students to obtain

further information, receive counseling, or locate other resources. The Air War College continually updates these offerings based on experience and student/faculty surveys. A few examples of noncredit electives are The Commander and the Media, Wellness, Microsoft Office Basics, and Personal Financial Management.

Spouses Program

The Air War College Spouses Program is an inclusive term for numerous activities that provide opportunities for spouse participation throughout the resident program academic year. To the greatest extent possible, spouses are included in the academic program at the Air War College, other programs at Air University, and programs provided through the base chapel and the Family Support Center.

Opportunities to participate in the Air War College academic program include orientation, academic lectures, and core elective studies (on a space-available basis). Also, a special health and fitness assessment program is offered for spouses—spouses can participate along with the class members to obtain a psychological and physiological health assessment. The goal of the program is to increase personal awareness, provide motivation to make necessary changes in personal lifestyle, and enhance quality of life. Numerous presentations on a wide variety of topics are offered through the base chaplain's office and at the Family Support Center. Air War College spouses are invited and encouraged to attend.

Nonresident Programs

Begun in 1947 as the Air War College Extension Course, the Directorate of Nonresident Studies now consists of both a seminar program and a correspondence program. The mission, objectives, and philosophy of the AWC resident program also apply to the nonresident program.

Nonresident studies provide top-level professional military education to eligible senior officers and civilians who are unable to attend AWC in residence. The nonresident programs encompass the essential elements of the resident program and foster advanced learning in doctrine, strategy, and airpower; national security affairs; leadership and ethics; regional issues; joint forces employment; and future conflict studies.

Seminar Program

The Seminar Program provides a forum in which groups ranging in size from 8 to 20 students can exchange information and perspectives on the key issues inherent to each lesson. In addition to meeting attendance requirements, each student must satisfactorily complete an examination after each course and a 15- to 20-page writing assignment.

The Seminar Program begins in August and continues through June of the following year. The 40-lesson program schedule is synchronized worldwide, making transfer during permanent change of station moves possible without loss of credit. Currently, nearly 1,000 students are enrolled in the Seminar Program at nearly 60 locations worldwide.

Correspondence Program

The Correspondence Program has the advantage of guided self-study and is especially useful for those not near a military installation or whose schedule makes attending regular meetings difficult. Approximately 60 percent of AWC nonresident students complete the program by this method. Correspondence students have up to six months to complete each of three terms, and up to 18 months to complete the entire program. Correspondence Program examination and writing requirements, as well as course materials, are identical to the Seminar Program. Although the Correspondence Program features self-study, advice and counsel are always available from the Directorate of Nonresident Studies faculty.

For enrollment information, contact your base education services officer or equivalent official. If you are not located near a military installation, contact the AWC Nonresident Studies Directorate at (334) 953-6093 (commercial) or DSN 493-6093. Written correspondence may be addressed to AWC/NS, 325 Chennault Circle, Maxwell AFB AL 36112-6427.

OFFICER ACCESSIONS

Air University's Officer Accession and Training Schools provide centralized leadership and coordinate policies and curriculum for two of the Air Force's three commissioning programs. The third program is the United States Air Force Academy—a direct reporting unit under the chief of staff of the Air Force.

AIR FORCE OFFICER ACCESSION AND TRAINING SCHOOLS

Brig Gen Paul M. Hankins, Commander

Internet Address
<http://www.afoats.af.mil>

MISSION: *Produce leaders for the Air Force and build better citizens for America.*

In 1995 the Air University (AU) Board of Visitors—an advisory board to the AU commander consisting of educators, business leaders, and retired Air Force generals—recommended that Air University bring together officer accession sources to streamline the organizational structure and reduce the commander’s span of control. The Air Force Officer Accession and Training Schools (AFOATS) was activated on 14 February 1997, merging the Officer Training School (OTS) and the Air Force Reserve Officer Training Corps (AFROTC). Consisting of the two line organizations, AFOATS is the commissioning source for more than 80 percent of the Air Force’s line officers and provides initial officership training to over 95 percent of its nonlinear force.

AFOATS furnishes coordinated leadership and policy direction of the Air Force’s officer recruiting, training, and commissioning programs at Officer Training School and at Air Force ROTC detachments at 142 host universities. Its staff manages support and develops curriculum to train tomorrow’s Air Force officers. The merger of AFROTC and OTS provides

- a single focal point for Air Education and Training Command’s officer accessions
- centralized support and curriculum areas
- one organization to commission and train over 80 percent of Air Force officers, and
- a method to smooth the production flow for both AFROTC and OTS.

AFOATS senior leadership has identified five keys that are essential to the future success of the Air Force: recruiting, educating, training, and commissioning world class Air Force officers; educating better and more productive citizens for America; providing quality support; developing a personnel life cycle for its officer accessioning programs; and continuing to improve the quality of life for its officer candidates. AFOATS also directs the Air Force’s high school citizenship training program, Air Force Junior ROTC.

Air Force Reserve Officer Training Corps

Col Stefan Eisen Jr., Commander

Internet Address

<http://www.afoats.af.mil/ROTC.htm>

The Air Force Reserve Officer Training Corps is the Air Force's largest and oldest commissioning program. Initially based on the Morrill Act of 1862 and the National Defense Act of 1916, the ROTC program underwent a major change with the ROTC Vitalization Act of 1964. This act, which eliminated compulsory ROTC at state land-grant colleges and universities, offered two- and four-year scholarships with a focus on academics and leadership. The Vitalization Act established the Junior ROTC program and paved the way for today's Air Force ROTC program. Air Force ROTC currently operates at 143 colleges and universities and has crosstown agreements at more than 850 other institutions. As of 31 October 2000, cadet enrollment was 13,210 college students. Air Force ROTC's scholarship program includes more than 6,500 cadets and a scholarship budget of \$48.5 million in fiscal year 2001.

Programs and Operations

Air Force ROTC offers both two- and four-year programs. The four-year program is divided into two phases: the General Military Course (GMC), which encompasses the freshman and sophomore years, and the Professional Officer Course (POC), which covers the junior and senior years. During the summer between their sophomore and junior years, GMC cadets attend a four-week field training camp to assess their potential as officers in a controlled environment. Cadets not enrolled in ROTC as freshmen or sophomores attend a five-week summer field training camp. This five-week camp allows extra time for these cadets to gain the leadership skills GMC cadets acquire in leadership laboratories (LLAB) during the first two years of ROTC. Students entering the two-year ROTC program also complete entry-level classroom work during this summer camp.

Air Force ROTC continues to institute initiatives to improve its program, retain students, and conserve resources. With the critical need to promote diversity in military and civilian aviation, Air Force ROTC partnered with the Secretary of the Air Force's Office of Small and Disadvantaged Businesses to establish interest in and support for the Flight Awareness Summer Training (FAST) program to inspire and retain minority students. This program provides cadets at historically black

colleges and universities and minority institutions the opportunity to receive aviation ground school instruction and primary flight instruction during their summer break.

A second initiative is the foreign language immersion program. This four-week program is designed for junior and senior cadets with at least three years of foreign language studies. Cadets travel to the foreign country, live with local families, study at local universities, receive total language and cultural immersion, and commit to speaking only the language of study for the entire training period.

To retain cadets and provide flight experience, ROTC and the Civil Air Patrol (CAP) instituted the Civil Air Patrol flight orientation program. This program puts ROTC cadets in CAP aircraft on regularly scheduled sorties, allowing CAP to make better use of its flying hours and giving ROTC cadets an opportunity to fly. In fiscal year 2000, nearly 2,000 ROTC cadets participated in the program, logging a total of more than 3,800 sorties. Future plans call for a similar level of activity.

Curriculum

The main curriculum areas are leadership studies, leadership applications, profession of arms, military studies, and communications skills. Teaching methods include informal lecture, guided discussion, case studies, readings and field leadership activities (athletics, group leadership problems, and the leadership reaction course).

Curriculum Summary

Instructional Area	Academic Hours
Leadership Studies	63
Communication Skills	37
Profession of Arms	37
Military Studies	76
Admin/Testing	27
LLAB	240
Field Training	286
TOTAL	766

Officer Training School

Col Darrell L. Sims, Commander

Internet Address
<http://ots.afoats.af.mil/>

The Air Training Command activated the Officer Training School (OTS), at Lackland Air Force Base (AFB), Texas, on 1 July 1959. OTS moved to the Lackland Training Annex in 1961. In November 1971, the Air Staff launched an extensive curriculum review that produced a core curriculum common to the Air Force Academy, Air Force Reserve Officer Training Corps, and Officer Training School. On 22 September 1993, an era ended as OTS class 93-06 graduated at Lackland AFB. Officer Training School began a new era at Maxwell AFB, Alabama, on 25 September 1993 when it became a part of Air University. From its inception, OTS has been committed to providing the best officers in the United States Air Force—a mission requiring dedication, superb instruction, and hard work.

Throughout its history, OTS has adapted to a challenging training environment that fosters its foundation on building future leaders. After graduating 12 women and 78 men in its first class, OTS successfully commissioned more than 500 second lieutenants its first year. By 1964, more than 10,000 individuals had graduated, and to date more than 96,000 officers have entered the Air Force through OTS. Over the years, OTS has functioned as a flexible commissioning program to meet the constantly changing manning requirements of the Air Force. Additionally, the school began training already commissioned medical students, chaplains, and judge advocates in 1981 and medical service officers in 1991. The school has trained more than 5,000 such officers since OTS began operations at Maxwell.

OTS commissioning and training programs

- instill a commitment to the profession of arms,
- inspire internalization of Air Force core values,
- enhance officership skills,
- provide a relevant, up-to-date curriculum,
- meet USAF production goals, and
- create the best possible training environment.

Courses

The Officer Training School consists of two programs: Basic Officer Training and Commissioned Officer Training. Basic Officer Training (BOT) leads to a line officer commission as a second lieutenant. Commissioned Officer Training (COT) provides initial officership training for Air Force judge advocates, chaplains, and medical officers.

Basic Officer Training

Basic Officer Training is a challenging program that imparts to its graduates the importance of discipline, attention to detail, dedication to service, and leadership. It stresses commitment to the profession of arms and motivates graduates to achieve the highest standards of integrity, excellence in all they do, and service before self. This challenging environment provides numerous tests for leadership skills through classroom and field training exercises, and operation of the officer trainee wing. A 5-day, 4-night aerospace expeditionary force (AEF) exercise is the capstone event for BOT.

Commissioned Officer Training

Commissioned Officer Training was developed in 1996. It provides the fundamentals of officership and the initial leadership training required for newly commissioned Air Force officers (Active Duty and Air Reserve Component). It stresses commitment to the profession of arms and motivates graduates to achieve the highest standards of integrity, excellence in all they do, and service before self. The rank of COT students ranges from second lieutenant to colonel depending on the newly commissioned officers' professional qualifications. A 4-day, 3-night AEF exercise is the capstone event for COT. The Medical Readiness Indoctrination Course (MRIC) is incorporated into the AEF exercise for medical service officers.

The Reserve Commissioned Officer Training (RCOT) course was developed in 1999. This course is currently in a test phase to determine how to best meet the needs of the Air Force's Reserve Component. It combines correspondence work and a web-based pre-test with a demanding 14-day in-residence course.

Programs and Operations

OTS currently conducts split operations at Maxwell AFB and at the Maxwell AFB-Gunter Annex. Additionally, the AEF exercise, Vigilant

Warrior, is conducted at a 200-acre field-training site near Lake Jordan, Alabama. BOT operations are conducted at Maxwell AFB and the Vigilant Warrior training site. COT operations are conducted at Maxwell-Gunter Annex and the Vigilant Warrior training site.

The OTS program is continually assessed with survey data and course content is reviewed to improve program effectiveness. There is currently an ongoing \$52 million military construction (MILCON) project at OTS to build a new campus. The new 40-classroom academic facility, fitness center, and dining facility are complete. Three dormitories are currently under construction. An academic addition will be under construction shortly. Upon completion of all these projects by FY04, and with the future funding of an additional dormitory, all OTS operations will be consolidated at Maxwell AFB with the exception of the Vigilant Warrior training site.

OTS makes every effort to furnish incoming officer candidates with information to facilitate their transition to commissioned officer status. The OTS home page (<http://ots.afots.af.mil/>), gives prospective trainees ready access to current information on OTS. The school is creating a new orientation video to present an accurate picture of what students can expect at OTS. The video and home page assist students in several illustrations on how to prepare mentally and physically for OTS.

Other initiatives include a newly revamped, intensive physical conditioning program designed to build endurance and strength and to improve students' knowledge of the Air Force wellness lifestyle. Formal retreat ceremonies instill a sense of pride for Air Force customs and courtesies. C-130 rides introduce cadets to Air Force aircraft. An interservice athletic competition with Army and Navy counterparts in joint military athletic events increase pride and understanding of sister service programs.

Curriculum

The major areas of instruction are leadership studies, military training and application, profession of arms, military studies/international security studies, and communications skills. OTS teaching methods include auditorium lectures, readings, flight room classes (informal lecture, guided discussion, and case studies), and field leadership activities (sports campaigns, Leadership Reaction Course, and Vigilant Warrior).

Duration and Quota

OTS currently conducts eight BOT classes, 10 COT classes, and 2 RCOT classes each year. The BOT program is 12 weeks long (60 training

days), the COT program is four weeks long (23 training days), and the RCOT program is two weeks long (14 training days) plus the correspondence portion of RCOT. In fiscal year 2001, BOT will graduate approximately 1,700 students and COT will graduate nearly 1,500 students—total yearly production of 3,200. In fiscal year 2001, BOT will have about 250 officer trainees per class. COT will conduct 12 classes with an average of 125 students per class.

Prerequisites and Selection

Students attending Basic Officer Training must have a bachelor's degree, be less than 30 years of age (waiverable to the age of 35), and meet the minimum physical requirements for becoming an officer. Competition for entry into this program is quite rigorous; typically, only one person is selected for every 14 applicants.

Curriculum Summaries

Basic Officer Training

Instructional Area	Academic Hours
Leadership Studies	42.25
Communication Skills	43.50
Profession of Arms	36.25
Military Studies	34.25
Military Training and Application	115.00
Admin/Processing/Testing/Orientation	187.66
TOTAL	458.91

Commissioned Officer Training

Instructional Area	Academic Hours
Leadership Studies	31.75
Communication Skills	9.50
Profession of Arms	34.25
Military Studies	15.75
Military Training and Application	17.50
Admin/Testing	49.75
AEF Exercise	36.50
TOTAL	195.00

**Reserve Commissioned Officer Training
(In-Residence Portion)**

Instructional Area	Academic Hours
Leadership Studies	18.50
Communication Skills	7.00
Profession of Arms	19.50
Military Studies	13.00
Military Training and Application	11.50
Admin/Testing	22.75
AEF Exercise	29.00
TOTAL	121.25

ACADEMIC EDUCATION

The Air University has expanded its academic accreditation and degree-granting education opportunities for qualifying members of the Air Force, other US armed forces (including the reserves and national guard), Department of Defense employees, and international officers. The Community College of the Air Force awards associate degrees in many academic subjects. The Air Force Institute of Technology has been granting accredited academic degrees, including the doctor of philosophy degree, for many years. AU has gained degree-granting authority from Congress for the School of Advanced Airpower Studies, Air War College, and Air Command and Staff School. The School of Advanced Airpower Studies awards a fully accredited masters degree. All three of these schools award a masters degree. The Air University is requesting accreditation of its Air War College and Air Command and Staff College master degrees. The programs of the latter two schools are described above.

COMMUNITY COLLEGE OF THE AIR FORCE

Col James M. McBride, Commander/President
Lt Col Jeffery K. Little, Vice Commander/Executive Vice President

Internet Address
<http://www.maxwell.af.mil/au/ccaf/>

MISSION: *Offer and award job-related associate in applied science degrees and other academic credentials that enhance mission readiness, contribute to recruiting, assist in retention, and support the career transitions of Air Force enlisted members.*

The Community College of the Air Force (CCAF) serves the educational needs of the Air Force enlisted community by offering associate in applied science degrees and other credentialing programs that enhance mission readiness, contribute to recruiting, assist in retention, and support the career transitions of Air Force enlisted members. It is the only federally chartered institution in the United States that awards college degrees solely to USAF enlisted personnel.

The college was established in April 1972 at Randolph Air Force Base (AFB), Texas; relocated to its present location, Maxwell AFB, Alabama, in April 1979; and realigned under Air University in July 1993. The college mailed its first official transcript in November 1972 and issued its first career education certificate in August 1973.

The college received degree-granting authority in July 1976 and awarded its first associate in applied science degree in April 1977. The Community College of the Air Force is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number [404] 679-4501) to award the associate in applied science degree.

With more than 369,000 registered students, the college is the largest multicampus community college in the world. Its affiliated schools are located in 36 states, the District of Columbia, and six foreign locations. More than 6,000 CCAF faculty members provide quality instruction for the professional development of enlisted personnel. The college has awarded more than 199,000 associate in applied science degrees to enlisted members of the active duty Air Force; Air National Guard (ANG); Air Force Reserve Command (AFRC); and enlisted members of the Army, Navy, and Marine Corps teaching in CCAF affiliated schools.

Associate in Applied Science Degree

CCAF awards associate in applied science degrees in the following areas:

Aircraft and Missile Maintenance	Logistics and Resources
Allied Health	Public and Support Services
Electronics and Telecommunications	

CCAF degree programs consist of a minimum of 64 semester hours. To graduate, students must hold the journeyman (five) level in the appropriate Air Force specialty code at the time of program completion and have a minimum of 16 semester hours of CCAF credit applied to their degree program. Students must complete all degree requirements before separating, retiring, or becoming commissioned officers.

Academic Requirements	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education (3 hours in each of following)	15
Oral Communication	3
Written Communication	3
Mathematics	3
Social Science	3
Humanities	3
Program Elective	15
TOTAL	64

CCAF System

The college functions as a single institution with respect to credit documentation, records, and educational program management. The system is supported by the Air Force Recruiting Service, USAF Occupational Measurement Squadron, Airman Classification Squadron, and Headquarters Air Education and Training Command. These agencies provide the recruitment, job analysis, and staff support required for successful operation of the system.

Affiliated Schools

The instructional programs of the college are conducted by the Air Force in traditional learning environments. Even when advanced instructional technology and individualized instruction are used, students attend regularly scheduled classes and complete specified course work under assigned faculty in much the same manner as students in the classrooms of most traditional civilian colleges except that students attend one course at a time, six to eight hours each day, five days a week until satisfactorily completing the course.

What is often perceived as nontraditional about the college is its form of organization and administration. Air Force schools provide instruction at numerous locations because of the geographic mobility of the students as they pursue their Air Force occupations. Accordingly, each of these separate education and training organizations, called affiliated schools, is a component of a worldwide educational system.

Education Services Centers

The general education component of every degree program must be completed in civilian colleges and/or through nationally recognized testing programs, during off-duty time, with the Air Force paying a portion of the tuition costs. Counseling of students is accomplished by trained, highly qualified education counselors located on all major Air Force installations and CCAF advisors at each ANG and AFRC installation.

The education services centers administer the College-Level Examination Program, Defense Activity for Non-Traditional Education Support Subject Standardized Tests, and Regents College Examinations. They also conduct formal graduations worldwide during the months of April and October.

Advisory Bodies

The college uses several advisory bodies composed of members from the CCAF administrative staff, CCAF system, and appointed civilian members. These advisory bodies provide the college with direction and customer feedback, set policies and procedures, and facilitate communication throughout the system.

Board of Visitors. The CCAF Board of Visitors is a federal advisory committee consisting of up to 12 appointed members from education, business, and industry. The appointed members represent

the public interest and serve with the ex officio members who represent the interests of the Air Force, the institution, faculty, and student body.

Affiliated Schools Advisory Panel. Members represent categories of technical training, field training, enlisted professional military education, and command-sponsored schools affiliated with the college. The panel provides a forum for reaffirming CCAF's commitment to providing job-relevant educational opportunities to all enlisted personnel.

Education Services Advisory Panel. The panel includes the CCAF commander and education services advisor, Headquarters USAF and major command personnel, base-level education services personnel, and Air National Guard/Air Force Reserve Command counterparts. The panel provides an interface between the college and the education services system.

Expanded Policy Council. Twenty-two representatives from all elements of the CCAF system comprise the Expanded Policy Council. The council, chaired by the CCAF dean of academic affairs, meets twice a year and submits recommendations concerning academic policies, degree programs, award of credit, academic standards, affiliation of Air Force schools with the college, and other policy matters to the commander/president.

AIR FORCE INSTITUTE OF TECHNOLOGY

Col George K. Haritos, Commandant
Col Thomas S. Kelso, Vice Commandant

Internet Address
<http://www.afit.af.mil>

MISSION: *Provide responsive, defense-focused graduate and continuing education, research, and consultation to improve Air Force and joint operational capability.*

The Air Force Institute of Technology (AFIT) supports the Air Force and national defense through responsive degree-granting graduate and professional continuing education (PCE), research, and consulting services to Air Force and Department of Defense (DOD) agencies. Graduate-level work offers carefully selected officers, Air Force civilians, and international officers the broad educational experience necessary for understanding the role of technology in national defense and in analyzing and solving defense-related problems. PCE programs support Air Force and DOD needs for immediately applicable knowledge and help prevent scientific and technical obsolescence.

Through integrated teaching and research, AFIT meets the challenges of advances in defense-related technologies. The effective relationships between the institute and other Air Force and DOD organizations create a unique environment in which education and research provide faculty and students a variety of programs in which to participate. The faculty members—highly qualified military and civilian professionals—stay abreast of ongoing and projected Air Force operations. Continuous updates of the academic program offer students the latest available technical knowledge and applications. The Institute's flexibility enables it to respond quickly to changing Air Force requirements.

AFIT provides graduate education programs through the Graduate School of Engineering and Management. The School of Systems and Logistics and the Civil Engineer and Services School provide many professional continuing education short courses to assist Air Force and DOD military and civilian members who wish to become more proficient in their technical and support tasks. The Civilian Institution Programs office manages specialized graduate school assignments required by a variety of Air Force needs, including medical and instructional assignments. The Academic Library and the Directorates of Admissions/Registrar, Resources, Mission Support, Public Affairs, and

Communications and Information support the educational and research programs of the Institute.

Specific information about AFIT and each of its educational, research, and consultation services are spelled out in the AFIT Catalog. The catalog is available on line (<http://www.afit.af.mil/Schools/Catalog/>).

AFIT History

AFIT traces its roots to the early days of powered flight when it was apparent that the progress of military aviation depended upon special education in this new science. In 1919, the Air School of Application was established at McCook Field in Dayton, Ohio, the home of Orville and Wilbur Wright.

When Congress authorized creation of the Air Corps in 1926, the school was renamed the Air Corps Engineering School and moved to Wright Field in 1927. Shortly after Pearl Harbor, the school suspended classes, but it reopened as the Army Air Forces Engineering School in 1944 to conduct a series of accelerated courses to meet emergency requirements.

After World War II, in 1946, the Army Air Force Institute of Technology was established as part of the Air Materiel Command. The institute was composed of two colleges: Engineering and Maintenance, and Logistics and Procurement. These colleges were later redesignated the College of Engineering Sciences and the College of Industrial Administration.

When the Air Force became a separate service in 1947, the institute was renamed the Air Force Institute of Technology. That same year, the School of Civil Engineering Special Staff Officer's Course began. In 1948, civilian institution programs were transferred to AFIT.

In 1950 command jurisdiction of AFIT shifted from Air Materiel Command to Air University (AU) with headquarters at Maxwell AFB, Alabama. The institute, however, remained at what was now known as Wright-Patterson AFB. In 1951 the two AFIT colleges were combined into the Resident College.

The institute established a logistics education program at Wright-Patterson AFB in 1955, and Ohio State University conducted the first courses on a contract basis. In 1958 AFIT began a series of short courses in logistics as part of the Air Force Logistics Command (AFLC) Education Center. Later that year, the School of Logistics became a permanent part of AFIT.

In 1954, the 83d Congress authorized the commander of Air University to confer degrees upon students in the AFIT Resident College. The College was later divided into the School of Engineering, the School of Logistics, and the School of Business. The first undergraduate engineering degrees were granted in 1956, and the first graduate degrees

in business in 1958. The School of Business programs were transferred to civilian universities in 1960.

In 1963 the School of Logistics was redesignated the School of Systems and Logistics. The Civil Engineering Center was also redesignated as the Civil Engineering School.

In 1967 AFIT became a member of the Dayton-Miami Valley Consortium (DMVC), which later changed its name to the Southwestern Ohio Council for Higher Education (SOCHE). The council is an association of colleges, universities, and industrial organizations in the Dayton area that are united to promote educational advancement. AFIT has traditionally been active in both the council and in other community and interinstitutional programs.

As AFIT begins its ninth decade of operation, the staff and faculty reflect with pride on the contributions its graduates of resident schools and civilian institutions have made to engineering, science, technology, medicine, logistics, and management throughout the Air Force. These immeasurable contributions have been vital to our national security.

AFIT's flexibility allows it to adjust quickly to changing Air Force requirements. The faculty, comprised of highly qualified military and civilian personnel, stays abreast of projected Air Force operations, and the programs are continually updated to offer its students the latest available material. For example, an Air Force Software Review in 1989 led to AFIT programs in software engineering and software systems management barely a year later. When environmental concerns culminated in the Pollution Prevention Act of 1990, AFIT designed and implemented both graduate and professional continuing education programs in environmental engineering management.

During the past 80 years, more than 266,000 DOD personnel, including 30 US astronauts, have attended AFIT programs.

In 1992, AFIT reorganized from four to five schools by specifically separating graduate education and professional continuing education. Early in fiscal year (FY) 1997, the secretary of the Air Force made a decision to close AFIT resident graduate schools. In anticipation of closure, AFIT developed and began a transition and closure plan. Resident PhD students scheduled for FY 1997 were diverted to the Civilian Institution Programs and a transition plan for actual closure was developed, identifying manpower positions for elimination in fiscal years 1997 through 2000.

In April 1998, after a visit to AFIT, then Acting Secretary of the Air Force, F. Whitten Peters announced a reversal of the Air Force decision to terminate the AFIT resident graduate programs. AFIT was to continue a restructuring initiative begun in FY 1996 that would size the resident graduate programs to meet the Air Force education requirements of the FY 2003 force structure.

On 1 October 1999, as a result of the AFIT restructure, AFIT's two graduate schools were combined to become the Graduate School of Engineering and Management.

In the fall of 2000, AFIT completed construction on a \$8.9 million engineering laboratory. The lab, whose construction began in December 1998, will be used for experimental research in aeronautical engineering, electrical engineering, applied physics, and environmental science.

The future promises to be challenging, but AFIT will continue to provide the environment and the opportunity for Air Force personnel to develop the professional and technological skills needed to master this dynamic challenge.

AFIT Campus

The Institute's campus at Wright-Patterson Air Force Base, Ohio, consists of Bane Hall, which houses the Graduate School of Engineering and Management; Twining Hall, home of the School of Systems and Logistics; and Kenney Hall, which houses the Science and Research Center and connects Bane and Twining halls. A fourth building, opened in the fall of 1994, is connected to Twining Hall and is the home of the Civil Engineer and Services School. A fifth building, shared with the Defense Institute of Security Assistance Management and the Aeronautical Systems Center, is the current location of the Civilian Institution Programs and the Institute's operations and headquarters staff. Construction has been completed on a new, 30,000 square-foot dedicated engineering laboratory facility located adjacent to Bane Hall.

Admission

AFIT's graduate education programs are designed to meet specific Air Force and DOD needs. Eligibility criteria for admission vary from program to program and are targeted for officers and DOD civilians. Academic qualification for admission to the institute's graduate programs, either in residence or at civilian institutions, is comparable to that of any quality graduate institution. In addition, the military accomplishments and potential of the candidate are considered before assignment to any program.

Attendance at AFIT's PCE courses is determined by functional duty requirements. The level of the course and the educational background and professional experience of the candidate are considered to ensure that the participant will be able to benefit from the learning experience.

International Affairs

The International Affairs Directorate is responsible for assisting international military officers and international government civilian employees with the procedures of application for admittance to the graduate and professional continuing education programs at the Air Force Institute of Technology. Prospective foreign students apply to AFIT through the United States Security Assistance Officer (SAO) at the US Embassy in their home countries. Application packages for evaluation for eligibility should arrive at the International Affairs Directorate (AFIT/IA) by the end of April each year in preparation for entrance the following September. Application packages should include undergraduate transcripts reflecting the undergraduate degree; graduate transcripts, if applying for a PhD; Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) score reports, as applicable for the program requested; and Test of English as a Foreign Language (TOEFL) scores. Packages should be mailed to:

AFIT/IA
2950 P Street
Wright-Patterson AFB, OH 45433-7765

Or, applicants may call (937) 255-6800, send a fax to (937) 255-9981, or send electronic mail to AFIT.IA@afit.af.mil.

Graduate School of Engineering and Management

Dr. Robert A. Calico Jr., Dean

Internet Address
<http://en.afit.af.mil>

The Graduate School of Engineering and Management offers advanced scientific, engineering, and management education to qualified Air Force officers and civilians. Graduates are assigned a wide range of positions in a rapidly changing technological environment. They become not only practicing engineers and managers, but also broadly educated leaders capable of directing Air Force research, support, and development programs. The school is comprised of the Departments of Mathematics and Statistics, Electrical and Computer Engineering, Engineering Physics, Systems and Engineering Management, Operational Sciences, and Aeronautical and Astronautical Engineering.

Resident Degree Programs

AFIT's Graduate School of Engineering and Management offers resident graduate degree programs in which students can earn a master's or doctorate degree. The resident master's degree program is 18 months in length, while the PhD program generally requires three years. These programs prepare Air Force officers primarily for specially designated advanced assignments in areas of science, engineering, and management. In addition to providing quality academic instruction in a relevant discipline, the institute customizes degree programs to specific needs of the Air Force and the DOD, as suggested by users and technological advancements.

The Graduate School of Engineering and Management currently offers master's degree programs in aeronautical engineering, applied mathematics, applied physics, astronautical engineering, computer engineering, computer systems, electrical engineering, electro-optics, engineering and environmental management, environmental science and engineering, materials science, military meteorology, nuclear engineering, operational analysis, operations research, space operations, and systems engineering. Other master's degree areas include programs in logistics, acquisition, information systems, and information resource management. Programs leading to the PhD degree offer areas of specialization in aeronautical engineering, applied mathematics, applied physics, astronautical engineering, computer engineering, computer systems, electrical engineering, electro-optics, nuclear engineering, and operations research. All programs meet educational requirements common to a wide range of Air Force assignments.

Accreditation

The Air Force Institute of Technology is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Their address is:

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
Phone: (800) 621-7400

In addition to institutional accreditation, selected programs within the Graduate School of Engineering and Management are accredited by the Accreditation Board for Engineering and Technology. Their address is:

Accreditation Board for Engineering and Technology, Inc.
111 Market Place, Suite 1050
Baltimore, MD 21202
Phone: (410) 347-7700
Fax: (410) 625-2238

Facilities

The Graduate School of Engineering and Management is located at Wright-Patterson AFB, near the headquarters of the Air Force Research Laboratory (AFRL) and five of its directorates—the largest aerospace research facility in the Air Force. The academic programs offered at the school take advantage of the facilities and expertise available at these AFRL facilities. Students are able to interact directly with researchers and engineers working on Air Force projects. The full spectra of research, development, and acquisition facilities at Wright-Patterson AFB are used by a cadre of Air Force scientists, engineers, and management specialists, who assist AFIT as adjunct professors and lecturers through their association and aid to course work, development, and instruction.

The school includes extensive laboratories in the Departments of Aeronautics and Astronautics, Electrical and Computer Engineering, and Engineering Physics. The Department of Aeronautics and Astronautics laboratories include facilities for the study of internal and external aerodynamics, system dynamics and control, propulsion, combustion, heat transfer, fatigue, fracture, experimental stress analysis, task automation, teleoperation, and space systems.

The Department of Electrical and Computer Engineering operates facilities for the design and test of flight control and avionics concepts, integrated circuit fabrication and testing, low observables and electronic warfare support, and a full range of computer systems. The Department of Engineering Physics laboratories support research in laser spectroscopy, nonlinear optics, solid-state physics, nuclear radiation detection, nuclear effects, and environmental monitoring.

A mixture of workstations and personal computers networked throughout the facility supports education and research. The Department of Operational Sciences operates the AFIT Center for Modeling, Simulation, and Analysis. This center provides computing and technological capability for research that applies state-of-the-art mathematical and computing technologies to the solution of operational problems to support better decision making, planning, and scheduling in complex command, control, and war-fighting systems.

Faculty

The faculty of the Graduate School of Engineering and Management consists of 100 members; one-half are military officers. Nearly all faculty members hold PhD degrees in their areas of specialty. Faculty members teach approximately 440 graduate-level courses per year and are heavily involved in research. In FY 1999, AFIT graduate faculty produced 84 refereed journal articles, 127 other publications, and 215 contributions to proceedings at national and international symposia. Faculty members were also involved in 110 funded research projects during this period.

Research and Consulting

Research and consultation activities are integral elements of the work of any university. AFIT requires a dissertation or a thesis in all resident graduate degree programs. Air Force organizations sponsor research performed by students who complete thesis requirements on topics of interest to the Air Force and DOD. AFIT's consultation services offer DOD organizations and other government agencies the expertise of the faculty in their professional disciplines. Consulting activities also provide the faculty an opportunity for professional development and growth and exposure to the latest in defense-related concepts and concerns, which are incorporated into instruction.

In FY 1999, AFIT graduate students completed 199 master's theses and 16 PhD dissertations. Of these, over 90 percent contributed to an Air Force or DOD project. Over 50 percent of AFIT theses were in direct support of Air Force Materiel Command, headquartered at Wright-Patterson AFB. AFIT graduate student research efforts in FY 1999 resulted in approximately \$26 million in cost avoidance savings for sponsors and faculty research efforts produced over \$3.1 million in research grants.

The school's collocation with the Air Force Research Laboratories, the Air Force's largest center of research, development, and materiel activity, produces a synergistic relationship resulting in an atmosphere that balances the theoretical and practical aspects of research and instruction. Close association with engineers and scientists actively engaged in Air Force research and development keeps research focused on Air Force technology needs.

School of Systems and Logistics

Col Rodney J. Berlin, Dean

Internet Address
<http://ls.afit.af.mil>

The School of Systems and Logistics develops, maintains, and delivers professional continuing education (PCE) courses to meet the technical and managerial needs of the logistics, acquisition, and software engineering workforce. The school offers resident courses in two locations. The principal location is at Wright-Patterson AFB, Ohio. The second location is the Systems Acquisition School, located at Brooks AFB, Texas. The Wright-Patterson campus provides PCE courses for the Air Force and other Department of Defense services and agencies. The Brooks campus specializes in meeting the needs of the Air Force Materiel Command acquisition workforce. A multiservice faculty teaches approximately 235 offerings of 41 courses, varying in length from three days to four weeks. In 1999, some 1,407 students were taught in residence, while an additional 4,139 students were taught in classes conducted at various locations in the continental United States and overseas or through distance learning.

Professional Continuing Education

The PCE program has three important goals:

- Build a foundation for the long-term performance and professional development of the individual
- Furnish the education required to perform in the individual's current assignment
- Provide the practitioner with access to new information to prevent obsolescence in the workforce

The school's courses provide managers and practitioners with the tools, skills, and abilities to solve difficult, multidimensional problems by expanding their analytical skills and reasoning abilities. Emphasis is placed on building a foundation that will benefit students over their entire careers. Course curricula focus on the education needed to manage complex programs covering the entire spectrum of a system's life cycle—from establishing system requirements to providing operational support. Courses are offered at all levels of professional development from the introductory level to advanced managerial and technical applications. Simulations, case problems, and exercises are used

extensively to ensure that students learn how to apply theory and concepts to real-world situations.

Distance Learning

The ability to broadcast courses via satellite over the Air Technology Network to multiple locations and to deliver web-based courses over the Internet enables AFIT to reach more people closer to where they live. Most students can take these courses without having to travel from their workplace. Distance learning provides access to education that might not otherwise be available, reduces travel costs, and often allows the individuals to integrate their work schedule with course requirements. Courses delivered by distance learning meet the same high standards of quality as resident course offerings.

Consulting

The expertise developed by the school's faculty in their respective disciplines represents a valuable resource to the Air Force and the DOD. Faculty consultations give the customer access to knowledgeable individuals that bring an outside perspective to the problem. These faculty consultants possess a broad base of experience dealing with similar problems and can advise customers on how such problems have been addressed successfully, and some not so successfully. Faculty consultations provide customers with better solutions and the experience results in a better faculty and better courses for the students.

Civil Engineer and Services School

Col Joseph H. Amend III, Dean

Internet Address
<http://cess.afit.af.mil>

The Civil Engineer and Services School (CESS) provides professional continuing education for selected individuals in the civil engineer and services career fields. In its capacity as a center of professional education and development, the school has established integrated programs including resident continuing education, nonresident courses and seminars, and consultation services.

Professional Continuing Education

Each of the school's PCE programs satisfies a specific and integrated career need of the students. The resident program provides the education that an officer or civilian needs over a lengthy career in Air Force civil engineering or services. The school offers primarily management-oriented courses. The technical offerings update and broaden the professional and technical knowledge of architects and civil, electrical, mechanical, industrial, and general engineers. These courses provide both management doctrine and applications for development of career professionals as they rise in the management structure. The fundamental objective is to return the students to their assignments better prepared to do their jobs. Specific courses offered vary from year to year depending on the needs of the career field.

The school offers professional continuing education courses at or near the student's normal duty location through a nonresident program consisting of on-site courses, seminars, and satellite instruction. Some on-site seminars are conducted on a regional basis and focus on a specific function or field problem common to several bases in the area. For these seminars, faculty members conduct the educational program at a centrally located base. Throughout 1999, CESS used the Air Technology Network to deliver education to 3,023 students. Of this number, 2,039 students completed regular CESS courses by satellite, and the remaining 984 completed satellite seminars.

Faculty

CESS is organized into the Departments of Engineering Management, Environmental Management, and Services Management and the Academic Support Division. The faculty is composed mainly of Air Force officers with advanced degrees and recent field experience in civil engineering and services, as well as professional competence in a related professional discipline. Highly qualified civilian experts in specific management areas complement the military faculty. Guest lecturers further enhance the program of instruction.

Consultation

Faculty members provide consultation services to customers worldwide. Their research and consultation provide assistance to the Air Force through advice on and analysis of current problems. CESS is a source of knowledge and expertise tailored to support the technical and management needs of the Air Force and the DOD.

Civilian Institution Programs

Col Paul D. Copp, Dean

Internet Address
<http://ci.afit.af.mil>

The Civilian Institution Programs manages Air Force officers pursuing educational programs needed to meet specific Air Force requirements. They provide this advanced education through civilian universities, research centers, hospitals, industrial and business organizations, and governmental agencies. This education covers a broad spectrum of academic disciplines at all degree levels, including postgraduate programs, continuing education programs, and programs jointly sponsored by the Air Force, other governmental agencies, and industrial and business organizations.

Officers selected for extended programs are assigned to AFIT with duty stations at a university, research center, medical institution, industrial firm, or governmental agency. Those selected for continuing education courses attend in a temporary-duty status. Program managers provide administrative support to students and monitor each educational program to ensure that Air Force requirements are met in the shortest feasible time.

Regular Degree Programs

Regular degree programs qualify selected officers for validated advanced academic degree positions. Annual requirements are established by Headquarters USAF and include the following fields:

Humanities	International Relations
Command, Control, and Communication	Meteorology
Mass Communication	Management
Computer Technology	Foreign Area Studies
Chemistry	Natural Science
Engineering	Physical Science
Finance	Social Science

Graduate School Program

The Graduate School Program places selected United States Air Force Academy (USAFA) graduates in 12-month graduate degree programs immediately following their commissioning. Many of these

officers proceed to operational assignments requiring an advanced academic degree, then perform follow-on duty as a USAFA faculty member. Degree disciplines mirror and supplement USAFA instructor preparatory requirements.

Instructor Preparatory Education Program

Instructor preparatory education programs prepare selected officers for faculty or staff assignments at the Air Force Academy, Air University, or the resident schools of the Air Force Institute of Technology. Programs in a variety of academic disciplines are determined by the needs of each organization.

Fellowships, Scholarships, and Grants Program

This program offers advanced degree and postgraduate research opportunities to officers who win scholarships in public competition. Opportunities are available in several academic disciplines.

Legal Education Degree Programs

There are three different categories of opportunities for legal education through AFIT. The first of these is the Funded Legal Education Program (FLEP). FLEP provides officers up to 36 months to obtain a juris doctorate (JD) degree from a civilian law school and to pass the bar exam.

In the second category is the Excess Leave Legal Education Program. During this program, students receive no pay or allowances, do not accrue annual leave, and pay their own tuition and fees. Students are allowed up to 36 months to obtain their JD degree and to pass the bar exam.

Finally, graduate-level education is available that enables judge advocate general officers to obtain a master of laws degree through a civilian institution. This program lasts nine to twelve months.

Education Delay Program

The Education Delay Program allows selected college graduates in the Air Force Reserve Officer Training Corps to defer entry to active duty to pursue further education at their own expense. Major fields of advanced study are medicine, law, engineering, and physical science.

Bootstrap Permissive TDY Program

The Bootstrap Permissive TDY Program allows officers to complete graduate degrees at their own expense under the provisions of Air Force Instruction 36-2306, *Operation and Administration of the Air Force Education Services Program*. Officers in graduate programs of 180 days or longer are managed by the Institute; their respective units of assignment manage all other bootstrap students.

Education with Industry Program

The Education with Industry (EWI) Program is a 10-month, nondegree internship program sponsored jointly by AFIT, leading industries, and government agencies throughout the country. EWI programs are designed to develop qualities and abilities in selected officers and civilians necessary for effective acquisition management and professional or technical leadership.

Industrial Development Education in Acquisition Program

The Industrial Development Education in Acquisition Program is a short-term program designed to improve acquisition relationships between the government and defense contractors. The program places highly experienced officers and civilians with various defense contractors for five to six months. These selected Air Force personnel are provided an opportunity to experience the rewards and pitfalls of a defense contractor in an era of declining budgets and layoffs.

Health Care Education Division

The Health Care Education division offers graduate and postgraduate programs for Air Force Medical Service officers in response to the requirements of the Air Force Surgeon General. They include residency and fellowship programs for active duty Air Force medical and dental officers, graduate and fellowship programs for Biomedical Science Corps officers, graduate programs for Nurse Corps and Medical Service Corps officers, and the F. Edward Hebert Armed Forces Health Professions Scholarship and Financial Assistance Program (HPSP/FAP). In addition, it manages the Medical Professional Continuing Education Program satisfying the continuing education needs of Air Force Medical Service officers.

Medical/Dental Residencies and Fellowships Branch

Under this Air Force program, active duty Medical Corps and Dental Corps Officers are sponsored in civilian, DOD, Army, and Navy institutions in advanced medical/dental programs. These residents and fellows are selected each year to maintain adequate numbers of specialty-trained physicians and dentists for clinical practice in the future. The selection process is very competitive. Once an officer has been selected for advanced education and assigned to AFIT, fellows and residents are closely monitored to ensure successful completion of their demanding programs.

Allied Health Education Branch

This program places Nurse Corps, Biomedical Sciences Corps, and Medical Service Corps students in AFIT-funded graduate and postgraduate degree programs at over 65 institutions nationwide. Candidates for these programs are selected each year by the Air Force Personnel Center to fulfill specific requirements identified by the Integrated Forecasting Board (IFB). Once placed, students are monitored to ensure their curricula align with IFB requirements, maintain a satisfactory academic performance, and graduate in the shortest time possible.

Armed Forces Health Professions Scholarship and Financial Assistance Program (HPSP/FAP) Branch

HPSP/FAP scholarships are available to military and civilian applicants. The HPSP provides two-, three-, and four-year scholarships (including a monthly stipend) to qualifying students attending accredited medical, osteopathic, dental, and optometry schools. A scholarship leading to a Masters of Science in Nursing (MSN) is also available. Scholarships of variable length are available for third- and fourth-year dental students. While in the HPSP, students serve as Inactive Reserve officers.

The Financial Assistance Program (FAP) provides an annual grant and monthly stipend to qualifying physicians completing residency requirements in selected specialties needed by the Air Force. While in the FAP, students serve as Inactive Reserve officers. Qualifications and application procedures for these programs are published in AFI 41-110, *Applying to Medical School and Medical Programs*, and for the HPSP/FAP in AFIT 36-101, *Armed Forces Health Professions Scholarship and Financial Assistance Program*. Both regulations can be found on-line at <http://ci.afit.af.mil>.

Medical Professional Continuing Education Branch

This program randomly selects and funds active duty medical service officers (all Corps) to maintain currency and accreditation in their area of specialization through short-course attendance at civilian-sponsored programs. Medical service officers select individual courses that are most appropriate for their professional specialty and meet Air Force criteria (e.g., appropriate sponsorship, continuing medical education credits). These courses are usually two to seven days in length. Qualifications and application procedures are outlined in the fact sheet located on line at <http://ci.afit.af.mil>. The fact sheet also contains a link to The Education and Training Course Announcements Catalog.

SCHOOL OF ADVANCED AIRPOWER STUDIES

Col Stephen D. Chiabotti, Commandant and Dean

Internet Address

<http://www.maxwell.af.mil/au/saas>

MISSION: *To educate strategists in the art and science of aerospace warfare, thus enhancing the Air Force's capacity to defend the United States through the control and exploitation of air and space.*

A revolution in Air Force professional military education (PME) began in the late 1970s. As it continued in the 1980s, the revolution led Air Force chief of staff Gen Larry D. Welch to charter a new graduate school, the School of Advanced Airpower Studies (SAAS), at Air University in 1988. Beginning with the graduation of the first class, SAAS has produced many of the USAF's most influential and innovative airpower strategists and leaders. The first class convened in the summer of 1991 and graduated in June 1992.

SAAS is an 11-month, follow-on school for selected graduates of intermediate-level Department of Defense professional military education (PME) schools. The School of Advanced Airpower Studies educates strategists in the art and science of aerospace warfare to enhance the United States Air Force's capacity to defend the United States through the control and exploitation of air and space. SAAS creates warrior-scholars who have a superior ability to develop, evaluate, and employ airpower. Upon completion of all requirements and with faculty recommendation, graduates receive a Master of Airpower Art and Science degree.

SAAS faculty members hold a doctorate degree or equivalent in their fields of academic expertise. The breadth, depth, and diversity of their expertise are enhanced by the fact one-half of the SAAS faculty members are field grade or higher officers; the remaining faculty members are civilian scholars.

Resident Curriculum

The curriculum has three phases. The first phase courses focus on theories of war and airpower application. Phase two courses focus on the experience of air and space power in all types of conflict. The third phase courses focus on providing students with opportunities to apply the

insights and knowledge gained during the first two phases. The SAAS curriculum

1. develops and enhances students' abilities to think critically about important and complex issues,
2. facilitates critical thinking by providing students with a knowledge base in military theory,
3. facilitates critical thinking by providing students with a knowledge base in air and space power theory and history,
4. facilitates critical thinking by providing students with a knowledge base concerning the political influences on airpower employment, and
5. develops and enhances students' ability to synthesize and articulate complex concepts concerning air and space power strategy and employment.

The primary instructional forum is seminar based to encourage students to interact with each other and instructors.

Graduation and Degree Requirements

To graduate, a student must

1. achieve a weighted grade point average for all letter graded courses of 3.0 or higher,
2. achieve a "pass" grade for all courses graded "pass/fail,"
3. prepare a thesis based on research in original source materials that meets generally accepted standards of research, analysis, and expression at the master's degree level, and
4. successfully complete a comprehensive examination.

Duration and Quota

The SAAS curriculum is an intensive 48-week program. Class size is limited to 25 Air Force officers plus one Army officer and an officer representing the sea services.

Prerequisites and Selection

Admission to SAAS is highly competitive. Those wishing to be admitted must formally apply while in residence at an intermediate service school. The application process includes a requirement to write an essay on a subject selected by the dean. Applicants must either

already have a master's degree from an accredited institution or a bachelor's degree with an overall grade point average of 2.75 or higher on a 4.0 point scale. The Air Force Institute of Technology verifies all academic qualifications. A central selection board convened at the Air Force Personnel Center makes the final admission selections among qualified applicants.

Curriculum Summary
(Not listed in order of presentation)

Course Title	Quarter Hours
SAAS 600, Foundations of Military Theory	6
SAAS 601, Decision-Making: A Primer for Strategists	6
SAAS 620, The Evolution of Military Airpower	6
SAAS 625, The Application of Airpower	6
SAAS 631, The Evolution of Airpower Theory	3
SAAS 632, Strategic Airpower and National Security	6
SAAS 641, Airpower in Small Wars	3
SAAS 643, Air Campaign Planning/War Game	3
SAAS 660, Technology and Military Innovation	3
SAAS 665, Space and Information Power	3
SAAS 670, Defense Policy and Future Security	3
SAAS 680, Formulating Airpower Theory	1
SAAS 690, Thesis	6
SAAS 699, Comprehensive Examination	1
TOTAL	56

SAAS 600, Foundations of Military Theory **6 quarter hours**

This course analyzes the writings of military theorists who significantly influenced thought about the art and science of war. Through this analysis, students gain a broad background in the development of military thought and develop critical thinking skills as they test theoretical propositions against the criteria of logic and evidence.

**SAAS 601, Decision-Making: A Primer
for Strategists**

6 quarter hours

A foundation “tools” course that provides a background and understanding of decision-making theories. These tools allow the student to better analyze airpower theories, ideas, issues, and concepts. Defense planning issues are discussed to illustrate decision-making challenges and issues pertinent to future airpower strategists.

SAAS 620, The Evolution of Military Airpower **6 quarter hours**

This is the first in a two-course sequence examining the historical development of airpower in terms of theory, doctrine, and application. This course provides a broad, chronologically based overview of airpower development and application from 1911 to the present day.

SAAS 625, The Application of Airpower **6 quarter hours**

This is the second in a two-course sequence examining the historical development of airpower in terms of theory, doctrine, and application. This course examines in detail the development of the doctrinal functions (missions) of airpower such as counterair, counterland, strategic attack, and similar war-fighting roles.

SAAS 631, The Evolution of Airpower Theory **3 quarter hours**

This course analyzes the development of airpower theory through the writings of the great theorists including Douhet, Trenchard, Mitchell, Seversky, Slessor, the Air Corps Tactical School faculty, and Warden.

**SAAS 632, Strategic Airpower and
National Security**

6 quarter hours

This course analyzes modern theory and contemporary thought regarding strategic deterrence and coercion; crisis stability; strategic nuclear offense, defense and proliferation; conventional strategic air attack; force projection; and the adaptation of US grand strategy to changes in the international distribution of power, focusing on the use of airpower to pursue and support these national security objectives.

SAAS 641, Airpower in Small Wars

3 quarter hours

This course, using a definition of small wars popular before World War II, examines the use of airpower in nonstate warfare with a particular emphasis on revolutionary and counterrevolutionary insurgent warfare.

SAAS 643, Air Campaign Planning/War Game

3 quarter hours

This course examines the application of airpower in an operational scenario, including the use of land-, sea-, and space-based assets. It consists of a series of seminars on campaign planning, a campaign planning exercise, a visit to an operating air operations center, and a weeklong, joint war game.

SAAS 660, Technology and Military Innovation

3 quarter hours

This course examines the history of technology development and its relationship to innovations in military thought and operational application.

SAAS 665, Space and Information Power **3 quarter hours**

This course examines the development of military space and information operations, organizations, strategy, and the contentious issues surrounding space and information operations in modern warfare.

SAAS 670, Defense Policy and Future Security **3 quarter hours**

This course focuses on the defense policy-making process by examining topical areas of current and potential US defense concerns.

SAAS 680, Formulating Airpower Theory **1 quarter hour**

This course helps students comprehend the entire SAAS curriculum. Colloquia throughout the academic year summarize and synthesize the various courses. Late in the school year, instruction focuses on developing a personal theory of airpower. Students must defend their theory during their comprehensive examination (SAAS 699).

SAAS 690, Thesis **6 quarter hours**

The students develop and present to the faculty a research proposal. Once their proposal is approved, the students, with the advice and assistance of a faculty research advisor, prepare a 40- to 60-page thesis based on primary sources. In writing their theses, the students must demonstrate sound scholarship and conform to generally accepted stylistic and methodological canons.

SAAS 699, Comprehensive Examination **1 quarter hour**

A two-hour oral examination by a board of three SAAS faculty designed to determine if the student has satisfactorily synthesized the entire SAAS curriculum. Inquiry into a student's personal theory of airpower developed in SAAS 680 is often a prominent feature of the examination.

Degree Granting Authority and Accreditation

Public Law 103-337, passed by the Congress of the United States on 5 October 1994, authorized SAAS to confer the degree "Master of Airpower Art and Science" upon graduates who fulfill the requirements for the degree.

SAAS is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award a master's degree.

PROFESSIONAL CONTINUING EDUCATION

Resident and distance-learning professional continuing education remains an important part of the careers of Air Force enlisted, officer, and civilian personnel. Air University offers short courses of continuing education in different Air Force specialty areas through the Air Force Institute of Technology (see above), the College of Aerospace Doctrine, Research and Education, and the Ira C. Eaker College for Professional Development.

COLLEGE OF AEROSPACE DOCTRINE, RESEARCH AND EDUCATION

Col James L. Ruttler Jr., Commander
Col Stan Norris, Vice Commander

Internet Address
<http://www.cadre.maxwell.af.mil/>

MISSION: *To assist in the development, analysis, and war gaming of the concepts, doctrine and strategy of aerospace power; and to educate Air Force and joint communities on war fighting at the operational and strategic level through research, war gaming and military education courses.*

The College of Aerospace Doctrine, Research and Education (CADRE) carries on the traditions of the Air Corps Tactical School where, in the 1930s, future leaders of the US Air Force were trained and the basic doctrine and concepts of US airpower were formulated. As much as airpower pioneers such as Generals Harold L. George, Haywood S. Hansell Jr., Claire L. Chennault, and George C. Kenney shaped doctrine and strategy in World War II, the college's staff is committed to providing the Air Staff and the major commands with original thought and applications of aerospace power in the modern world. CADRE is located in Walker Hall—named for Brig Gen Kenneth N. Walker, an airpower hero of the Pacific campaigns in World War II.

The college assists in educating Air Force and joint communities on war fighting at the operational and strategic level through research, war gaming, and continuing education courses. The College of Aerospace Doctrine Research and Education provides

- doctrinal research and analysis and development of employment concepts for air and space power,
- education of the Air Force in air and space doctrine and the doctrinal application of air and space power,
- study and analysis of dynamics of warfare through modeling, simulation, and war gaming,
- intelligence support to Air University and its subordinate units, and
- conducts research on public affairs and mass media issues and assists schools and organizations in developing military news media curricula.

The college creates an interface between research and concept development, testing, and publication. It gives Air University the capability to fulfill its mission of assisting in the development of Air Force doctrine, concepts, and strategy.

CADRE's resident curriculum offerings consist of seven specialized courses: the Joint Flag Officer Warfighting Course (JFOWC), the Joint Force Air Component Commander Course (JFACC), the Combined Force Air Component Commander Course (CFACC), the Senior Information Warfare Applications Course (SIAWC), the Joint Doctrine Air Campaign Course (JDACC), the Contingency Wartime Planning Course (CWPC), and the Information Warfare Applications Course (IWAC). These resident courses

- provide flag officer attendees the opportunity to participate in joint combat operation exercises,
- provide training to active duty captains through colonels of all services for air campaign planning in conjunction with assignment to joint, combined, and air component command staffs,
- provide US Air Force staff planners an understanding of Department of Defense (DOD) planning relationships from a joint deployment perspective,
- instruct future war planners in the art and science of contingency planning, and
- apply and value the principles of information warfare to enhance war-fighting capabilities.

Airpower Research Institute

Col Allan W. Howey, Director
Dr. James R. W. Titus, AU Dean of Research

Internet Address

<http://www.research.maxwell.af.mil/default.htm> (select organization)

The Airpower Research Institute (ARI) advances the theory and application of air and space power through education, research, analysis, advocacy, and publication. The institute focuses on a single, overriding objective: warrior-scholars contributing to an improved combat capability for the USAF.

The institute promotes aerospace power thought by conducting and publishing original research regarding USAF and airpower doctrine, strategy, and operations.

Resident civilian defense analysts conduct independent and professional research on topics of interest to USAF leaders and policy makers. They produce research papers and briefings that address USAF and airpower doctrine, strategy, and operations to assist the senior leadership of the Air Force. ARI facilitates the research of students and faculty throughout the Air University school system by managing various research databases. The institute publishes several hundred student and faculty papers annually from the School for Advanced Aerospace Studies, Air War College, Air Command and Staff College, and Air Force Institute of Technology on the worldwide web, making them available electronically to researchers, scholars, and policy makers on the Internet.

Military and civilian staff members facilitate collaboration with external research institutions (DOD laboratories, military service schools, and civilian universities) worldwide; and maintain internal Air University databases of proposed research topics, faculty expertise, ongoing research, and completed research papers. The research support staff helps set standards for the conduct of research throughout Air University by providing research education, tools, and resources—along with technical support—to Air University faculty and students.

The institute's Professional Journals Division publishes the *Aerospace Power Journal (APJ)*, the Air Force's professional quarterly and primary institutional forum for exchanging ideas about airpower and other matters relating to national defense. The journal's staff serves as the institutional base for *Air Chronicles*, the on-line version of the *APJ*. The *Journal* is printed quarterly in English, Portuguese, and Spanish editions. The English language edition is an internal instrument of Air Force professional development designed to serve as an open forum for presenting and stimulating innovative thinking on military doctrine, strategy, tactics, force structure, readiness, and other matters of national defense. The foreign language editions serve as military-to-military foreign policy instruments of the United States.

The *Aerospace Power Journal* presents articles that focus on a broad range of areas, including the training, maintenance, support, leadership, and employment of combat power, especially airpower. The on-line *Air Chronicles* uses the *Journal* as a springboard to publish continuously updated dialogue, thought pieces, and book reviews on the worldwide web (<http://www.airpower.maxwell.af.mil>). *Air Chronicles* appears in English, Portuguese, and Spanish.

Warfare Studies Institute

Col Ernest Howard, Director

Internet Address

<http://www.cadre.maxwell.af.mil/default.htm> (select organization)

The Warfare Studies Institute (WSI) conducts four professional continuing education courses designed to develop the judgment and skills required to employ airpower effectively in combat. The courses offered and supported through the resources of the institute have significantly contributed to the war-fighting capabilities of all US military forces.

The institute conducts the Joint Flag Officer Warfighting, Joint Force Air Component Commander, and Combined Force Air Component Commander courses. These premier, executive-level courses prepare officers at the one- and two-star rank from all four services for combat leadership responsibilities in joint and combined arenas. The Joint Programs Division staff develops, plans, and manages professional military education courses for senior officers from all branches of the US armed forces. This select staff has a wide range of expertise needed to meet the special requirements of senior flag officers attending these courses.

The faculty and staff of WSI conduct additional courses that contribute significantly to the war-fighting preparedness of US military forces. These courses include the Contingency Wartime Planning, Joint Doctrine Air Campaign, Information Warfare Applications, and Senior Information Warfare Application Courses.

Senior Information Warfare Applications Course

Air University's newest flag officer course, the four-day Senior Information Warfare Applications Course, is an interagency course and an innovative step in the continuing education for flag officers from all branches of the US armed forces, senior executive service (SES) members of the US federal government's executive branch, and other senior executives from the Departments of Defense, Commerce, Energy, Justice, Transportation and Treasury. It is designed to bridge the public and private sectors and enhance senior leaders understanding of how current and emerging technologies are impacting human decision making and operations in the information age.

Attendees study war fighting and doctrine as related to information warfare (IW) concepts and principles. Course objectives are to understand current Department of Defense and joint doctrinal

concepts for IW, understand the integration of weapons systems and IW capabilities from different services or nations to provide effective theater- and national-level IW capabilities, understand and respond to service perspectives on IW employment concepts, and understand IW's role in campaign development. Attendees should be able to execute theater IW strategy and understand IW capabilities and limitations. Attendance is limited to US Air Force flag officers in the grade of brigadier general or major general and members of the senior executive service.

Joint Flag Officer Warfighting Course

The Joint Flag Officer Warfighting Course (JFOWC) is the senior professional military education course in the Department of Defense. The chiefs of staff of all four branches of the US armed forces own and control the course. They delegate course development and execution to their executive agents: commandant, Army War College; president, Naval War College; president, Marine Corps University; and commander, Air University.

The course prepares two-star officers of all four services for the responsibilities of theater-level combat leadership. It is tailored to provide our future theater commanders in chief (CINC), service component, and joint task force commanders with a broad perspective of the strategic and operational levels of war. Instruction for the course comes from senior national civilian and military representatives, flag officers serving as CINCs, and retired, battle-tested officers. Retired warrior generals draw from their CINC and component commander experience to lead war-gaming scenarios focused in various parts of the world, across the continuum of conflict.

Through the study of war fighting, military doctrine, and application of unified, joint and combined combat forces, the attendees will be better prepared to face future crises. JFOWC is a two-week course offered twice a year. Each class is limited to 18 flag officers who represent all military services.

Joint Force Air Component Commander Course

The Joint Force Air Component Commander Course (JFACC) is a senior-officer-level professional military education course hosted by the US Air Force and sponsored by all four branches of the US military services. The course is designed to prepare potential JFACCs for responsibilities of theater-level combat leadership. The attendees study war fighting, military doctrine, and the application of unified, joint, and combined combat forces with particular emphasis on airpower employment in theater-level operations.

Combined Forces Air Component Commander Course

The Air Force hosts and conducts one one-week Combined Forces Air Component Commander (CFACC) Course annually. The first three days are held at Maxwell Air Force Base, Alabama, and the last two days are held at Hurlburt Field, Florida. Eighteen active duty officers—one-star, one-star select, or equivalent rank—are selected to attend. The desired attendee mix is five US Air Force, two US Navy, two US Marine, one US Army, and eight allied flag officers.

MCADRE 002, Contingency Wartime Planning Course

The two-week Contingency Wartime Planning Course (CWPC) educates airmen in grades E-5 through O-6 in the art and science of contingency war planning. Using a combination of nine in-residence courses and two mobile courses, the CWPC graduates approximately 650 students each year. Quotas for attendance may be obtained through major command quota managers or by calling the CWPC at (334) 953-2638 or DSN 493-2638.

Curriculum Summary

Area of Instruction	Academic Hours
Orientation and Testing	9.0
Exercises	13.0
Guest Speakers	7.5
Systems	4.5
Foundations of Planning	8.5
Planning	17.5
Total	60.0

MCADRE 003, Joint Doctrine Air Campaign Course

The Joint Doctrine Air Campaign Course (JDACC) prepares personnel from all services who have been designated, or may be designated, to serve on the staff of a joint air force component commander. Participants gain indepth familiarity with the fundamental concepts, principles, and doctrine required to develop and execute a joint or combined air campaign plan. Attendees are normally captains through colonels. Air Force major commands may obtain attendance quotas through the training management system. All others please contact the JDACC staff directly at (334) 953-7831 (commercial) or DSN 493-7831 to obtain course attendance authorization. Air National Guard and Air Force Reserve officers may attend the course when funded by their parent organizations.

Curriculum Summary

Instructional Area	Academic Hours
Course Administration	4.0
Air Campaign Planning Fundamentals	32.5
Air Campaign Planning Process	5.5
Air Campaign Planning Exercise	30.0
Total	72.0

MCADRE 005, Information Warfare Applications Course

The Information Warfare (IW) Applications Course is a one-week course that teaches students to apply and value the principles of information warfare (IW) to enhance war-fighting capabilities. The course is taught at the college level and is divided into three blocks of material: the Definition and Components of IW, the IW Operational Environment, and the Applications of IW. Through lectures, seminars, practical exercises, readings, and computer-based lessons, students gain a better understanding of how current and emerging technologies are affecting decision making. Classes are offered 10 times per year, with an enrollment of 60 to 64 students per class.

Curriculum Summary

Instructional Area	Academic Hours
Course Administration	1.0
Fundamentals of IW	27.0
Exercises	12.0
Total	40.0

Aerospace Power Course

The Aerospace Power Course is a self-paced, interactive course that uses a variety of state-of-the-art learning media. It consists of 11 separate lessons. The course helps students develop a broader comprehension of aerospace power principles, concepts, and applications through hybrid CD-ROM courseware and Internet connectivity along with reading material from the Air University Press. The course contents better prepare Air Force officers in joint duty assignments to articulate and advocate aerospace power principles and beliefs, but can be beneficial to all aerospace power enthusiasts. Future plans call for using the Internet as a primary means of distribution. For more information, contact the Aerospace Power Course development team at: apchelp@cadre.Maxwell.af.mil

Air Force Wargaming Institute

Col Thomas Ardern, Director

Internet Address

<http://www.cadre.maxwell.af.mil/wargame/afwihome.htm>

In 1975, the Clements Blue Ribbon Panel on Excellence in Professional Military Education cited a need for service schools to stress war fighting and decision making in combat. In 1976, the Air Force chief of staff's Constant Readiness Tasking directed Air University to "put more war in the War College." The concept for the Air Force Wargaming Institute (AFWI) evolved from these two initiatives. The facility was opened in 1986, at Maxwell AFB, Alabama. The institute supports a broad range of wargames and exercises to meet the needs of Air Force, DOD, and international sponsors.

Operations and Wargame Support

AFWI is housed in a special-purpose, 56,000 square-foot facility. It can operate in whole or in part as a secure, classified working area. The building contains 22 seminar or game rooms and two conference rooms—all with audio and video capabilities.

The Wargaming Operations Division designs, develops, tests, and executes wargames for Air Force, joint service, and international customers. During wargames, the staff performs Control, Friendly, and Opposing team functions. The division has extensive hands-on experience in airpower doctrine, strategy, and tactics. Through continuous research and interaction with various DOD agencies, this division is able to ensure that wargames reflect accurate and credible friendly and opposing force play. It provides the entire spectrum of support necessary for a full wargaming calendar—event services, protocol, audiovisual, and facility management.

The Information Technical Division maintains the communications-computer infrastructure supporting wargaming operations. The division designed and implemented a state-of-the-art local area network (LAN) that can be modified to accommodate a wide spectrum of wargaming scenarios. The division operates this LAN and evaluates emerging technologies to ensure that AFWI's computing environment remains on the cutting edge. The division also develops, maintains, and operates models to support wargames. AFWI is currently using the following models:

1. The Air Force Command Exercise System (ACES)—a joint, theater campaign-level, combat simulation model
2. The Joint Educational Mobility Model (JEMM)—a theater logistics model used to generate time phased force deployment data (TPFDD) for wargames
3. The Atlantis model—a real time, tactical aerospace employment model
4. The Bottom Line model, which simulates the impact of national budget decisions on the state of the nation

The Operations Analysis Division provides technical advice and critical analyses on all aspects of modeling and simulation (M&S) and wargaming. The division's staff members are masters in operational science as well as weapons employment, mobility, space operations, and information operations. These operations analysts provide course management and platform instruction for the formal Prime Warrior Course, which prepares Air Force participants for joint M&S-supported activities (wargames, exercises, and analyses). Teamed with the Air Force Doctrine Center, the division analyzes the logic, mathematics, and algorithms of combat models to ensure doctrinally sound outcomes at joint exercises.

Wargames, Simulation Exercises, and Prime Warrior

In a typical year, AFWI plans, develops, and conducts more than 25 wargames and exercises and six Prime Warrior courses for more than 6,000 participants. AFWI provides a “laboratory environment” in which current and future commanders and staffs study warfare to identify problems before they face them in combat.

Prairie Warrior. Prairie Warrior is a series of joint unclassified computer-assisted exercises held at the US Army's Command and General Staff College (CGSC) at Fort Leavenworth, Kansas. This series provides a valuable training and experimental venue for the CGSC student. Prairie Warrior is a high-visibility forum in which the Air Force can showcase doctrinal issues and demonstrate aerospace capabilities to the future leadership of the US Army.

Crisis Decision Exercise (CDX). CDX is the capstone exercise of the Air War College (AWC) and Air Command and Staff College (ACSC). Utilizing a wargame scenario, AWC students analyze a political and military crisis situation from the roles of the national command authorities and Joint Chiefs of Staff. They formulate NCA-level decisions into operational level guidance for JTF staffs. ACSC

students use that guidance to develop an air campaign plan to achieve national goals.

Aerospacex. Aerospacex is an ACSC wargame that provides students the opportunity to apply their knowledge of air campaign planning in running an air operations center. Students assume the role of the Joint Force Air Component Commander (JFACC) and staff of a mythical coalition. Each seminar plays against another seminar, utilizing AFWI's ACES model.

Joint Warrior/Cold Roof. Joint Warrior and Cold Roof are theater-level seminar wargames conducted in conjunction with the Joint Flag Officer Warfighting Course (JFOWC). They focus on issues associated with joint and coalition warfare from the perspective of the theater commander in chief (CINC) and component commanders. Joint Warrior involves senior Air Force, Army, Marine, and Navy officers in deliberate planning. Cold Roof is a crisis action planning exercise.

Pegasus–Canada. Pegasus–Canada is a computer-assisted theater level wargame used by the Canadian Forces College (CFC). Participants assume the role of the combined command staffs of two opposing alliances.

Pegasus–UK. Pegasus–UK is a computer-assisted theater wargame for the United Kingdom's Joint Services Command and Staff College. The exercise models a war between two fictional alliances. The participants assume the role of the staffs of the opposing alliances.

Operation Atlantis. Operation Atlantis is the Squadron Officer School's capstone exercise. The exercise reinforces teachings of the principles of war, fundamentals of military force application, and basic concepts of tactical air operations. Students simulate operations from an air operations center (AOC). They conduct battle staff planning for an air campaign in the combat plans section, then execute their plan in an interactive computer exercise.

Blue Thunder. Blue Thunder involves officers in the Aerospace Basic Course in basic air operational and tactical warfare. It focuses on the employment of air forces, in concert with land and sea operations, at the operational and tactical levels of war. The officers apply the basic concepts of air campaign planning in a dynamic environment, which requires them to continually assess the effectiveness of their plan, and make changes as required.

Theater Campaign Warfare. Theater Campaign Warfare (TCW) is the capstone wargame for the School of Advanced Airpower Studies

(SAAS). The wargame is augmented by students from the Army's School of Advanced Military Studies (SAMS) at Fort Leavenworth, Kansas; Naval War College (NAVWARCOL) at Newport, Rhode Island; and the USMC's School of Advanced Warfighting (SAW) at Quantico, Virginia. The game consists of planning and execution phases. Each team interprets national strategic guidance, develops a joint force commander's estimate, identifies possible courses of action (COA), performs an evaluative COA prioritization and selection, and executes their COA in a wartime scenario.

Joint Land, Aerospace, and Sea Simulation. The Joint Land, Aerospace, and Sea Simulation (JLASS) is the only jointly sponsored wargaming exercise conducted by all the US military senior level colleges—Air War College, Naval War College, Army War College, Marine War College, National War College, and Industrial College of the Armed Forces. The primary focus in JLASS is on joint and combined warfare at the operational and strategic level. Its goal is to enhance joint professional military education by examining potential US military responses to regional crises.

Exercise in National Budgeting Priorities. Exercise in National Budgeting Priorities (XNBP) is an executive planning exercise addressing national budget priorities. During the exercise, students use the bottom line model to analyze the impact of presidential, economic, political, and military budget decisions on the state of the nation. XNBP allows participants to test their understanding of budgetary and economic relationships.

Prime Warrior Course

The Prime Warrior course prepares Air Force personnel to take part in joint wargames. The course surveys:

- Operations research, combat probability, and statistics
- Modeling and simulation, high- and low-resolution models, and related practical exercises
- Measures of merit, scenarios, databases, and terrain
- Operational staff procedures and operational planning tools
- Eight primary DOD simulations and four practical wargame exercises

In addition, the students receive a review and update on doctrine and applications as well as hands-on training using real-world joint models.

Intelligence Directorate

Lt Col Lee M. Hester, Director

Internet Address

<http://www.cadre.maxwell.af.mil/default.htm> (select organization)

The Intelligence Directorate (IN) supports the AU commander, CADRE, and all AU schools and colleges by providing intelligence, surveillance, and reconnaissance (ISR) expertise as Air University's only intelligence organization. IN's primary mission is to provide the right intelligence education to the warfighter at the right time in their career. Products include curriculum development, platform lectures/instruction, current intelligence presentations and analysis, as well as scenario development, opposing force, and ISR play in support of wargames.

The directorate's personnel provide current and projected force structures of nations (scenario development) represented in wargames. These games simulate the capabilities and tactics of opposing forces and represent the role intelligence plays in national- and operational-level decision making. The directorate provides intelligence research assistance and resources to more than 7,000 students and 200 faculty members at Air University, many of whom participate in special studies directed by the Air Force chief of staff and the air staff. The directorate supports Air War College, Air Command and Staff College, the Ira C. Eaker College for Professional Development, and Squadron Officer College through intelligence briefings and academic course work (intelligence education).

The directorate reviews and critiques joint and Air Force doctrine documents to ensure intelligence capabilities are accurately represented. IN also provides intelligence instruction to CADRE's Joint Doctrine Air Campaign Course, Information warfare applications Course, Joint Flag Officer Warfighting Course, and Joint Force Air Component Commander Course. The director maintains regular liaison with fellow Air Force senior intelligence officers and chairs the AU Intelligence Curriculum Committee.

The directorate's Special Security Office (SSO) controls, safeguards, and ensures proper use of sensitive compartmented information (SCI). The SSO manages more than 900 SCI billets, operates Air University's only SCI communications center, and provides physical security for the AU SCI facility.

US Air Force Public Affairs Center for Excellence

Col David Sims, Director

The US Air Force Public Affairs Center for Excellence (PACE) is CADRE's newest directorate. The center conducts research on public affairs and mass communications issues, analyzes case studies, and promulgates information operations and public affairs doctrine throughout the Air Force. PACE assists schools and organizations in developing military-news media curricula. The center develops and teaches selected courses at Air University to prepare future USAF leaders to interact with US and allied audiences through the news media. The center's staff participates in many wargames and simulation exercises at Air University to introduce military-news media interactions into the game and exercise scenarios.

IRA C. EAKER COLLEGE FOR PROFESSIONAL DEVELOPMENT

Col Henry W. “Kodak” Horton, Commander

Internet Address
<http://www.maxwell.af.mil/au/cpd/>

MISSION: *To provide world-class professional continuing education and technical training to Air Force, international and other DOD personnel.*

The Air University Center for Professional Development was activated on 1 August 1986. This organization was formed by merging the Leadership and Management Development Center and the Educational Development Center. In October 1993, the center was redesignated the Ira C. Eaker College for Professional Development (CPD) to honor General Eaker’s significant contributions to the advancement of aviation, to the Air Force, and to the continuing professional development of its members.

The CPD umbrella spans eight schools: Commanders Professional Development School, Air Force Human Resource Management School, International Officers School, Air Force Judge Advocate General School, Professional Military Comptroller School, USAF Chaplain Service Institute, USAF First Sergeant Academy, and USAF Historian Development School.

Goals:

- Ninety percent students, graduates, and graduates’ supervisors stating our courses accomplished their stated mission
- Quality of instruction, course effectiveness, and overall value of each course rated “Excellent” or higher by 90 percent of students, graduates, and graduates’ supervisors
- Reward our top performers by nominating them for CPD, AU, AETC, and Air Force-level awards
- Appropriately discipline those who can not or will not meet standards

Academic Credit

The Ira C. Eaker College for Professional Development is affiliated with the Community College of the Air Force (CCAF). Through this

relationship, CPD is, for accreditation and degree purposes, a CCAF educational associate. CPD course offerings for enlisted personnel result in the award of academic credit by CCAF. Enlisted graduates may apply for course credit through the Registrar, CCAF/RRR, 130 W. Maxwell Blvd., Maxwell AFB AL 36112-6613. The Commission on Educational Credit of the American Council on Education endorses several CPD courses for college-level credit recommendations.

Commanders Professional Development School

Col Leonard J. Trovero, Director

Internet address

<http://www.maxwell.af.mil/au/cpd/>

The Commanders School conducts six courses—the USAF Wing Commanders Seminar, the USAF Support Group Commanders Course, the USAF Logistics Group Commanders Course, the USAF Medical Group Commanders Course, the USAF Operations Group Commanders Course, and the USAF On-Scene Commanders Course.

Attendance at the wing and group commanders courses is mandatory for individuals identified by the USAF Command Selection Board. These courses are tailored to provide attendees current information on DOD and Air Force leadership and management issues. The chief of staff of the Air Force approves the curriculum. Adjunct faculty and senior subject matter experts from DOD, Air Staff, major commands, and field operating agencies present the course material.

The four group commanders courses are two weeks in duration and are held concurrently. The first week the courses are combined and students receive a core curriculum that applies to all group commanders. The second week the four courses are divided into discipline-specific seminars.

Attendance at the On-Scene Commanders Course is mandatory for all USAF personnel designated as on-scene commanders and senior installation fire officials. The course is optional for disaster response force representatives, command inspector general team chiefs, and installation exercise evaluation team chiefs/members. Resident and adjunct faculty teach personnel how to properly conduct disaster responses (aircraft accidents, hazardous material incidents, tornadoes, etc.), save lives and resources, and limit damage to the environment.

Mission: Prepare officers for duty as wing commanders, logistics group commanders, medical group commanders, operations group

commanders, support group commanders, and emergency response on-scene commanders. The school's faculty develops, schedules, and conducts tailored courses that help attendees deal with critical leadership and management issues.

Goals: Provide Air Force wing, group, and on-scene commanders with a better understanding of the environment, responsibilities, and resources required to enhance their effectiveness as commanders.

Through executive-level short courses, the school provides Air Force officers selected for command

- updates on critical issues affecting themselves, their people, and their mission,
- specific training concerning command responsibility, accountability, and discipline, and
- practical skills that may be used to enhance their immediate effectiveness as new commanders.

Duration and Quota

The courses convene up to five times each year with 15–20 attendees. The On-Scene Commanders Course is the exception, convening 15 times each year at Maxwell and 11 times each year at other selected locations.

Prerequisites and Selection

The courses are open to individuals selected to serve in the positions described by the courses. The Air Force Colonels Matters Office (AF/DPO) manages attendance at the wing and group commanders' courses.

Curriculum Summary

Course Title	Academic Hours
Wing Commanders Seminar	43.0
Support Group Commanders Course	78.5
Logistics Group Commanders Course	78.5
Medical Group Commanders Course	86.5
Operations Group Commanders Course	80.0
On-Scene Commanders Course	32.0

Initiatives Summary

The Commanders Professional Development School collaborates with the Air Staff, major air commands, and other Air Force organizations to further customize its curricula for commanders. This effort will enable the school to better serve as a lever for implementing current Air Force policy.

Air Force Human Resource Management School

Col Kenneth M. Parsons, Director

Internet address

<http://www.maxwell.af.mil/au/cpd/>

The Air Force Human Resource Management School (AFHRMS) was established at Maxwell Air Force Base (AFB) in 1965 as the Air Force Professional Personnel Management School. The school began with one course, the Professional Personnel Management Course. In July 1977, the school absorbed the former Civilian Personnel School, located at what was then Gunter AFB. The Civilian Personnel School, originally established in 1948 at Kelly AFB, Texas, had moved to Gunter in 1968.

In 1983, the school was renamed the Air Force Professional Manpower and Personnel Management School to reflect more closely the merger of manpower and personnel functions at Headquarters USAF, the Air Force Manpower and Personnel Center (as it was then designated), and the major air commands. While the close organizational links between manpower and personnel functions were severed at most headquarters levels in 1985, the school nonetheless retained a manpower element in both its name and its curriculum.

In 1988, the school expanded its curriculum to address professional continuing education requirements in the Air Force family matters program. In 1993, recognizing the broad range of human resource activities represented in its curriculum, the school adopted its current name. Also, in concert with the Office of the Chief of Staff's 1992 Year of Training initiatives and requirements, the school introduced the Advanced Personnel Officer Course. In 1996, the Professional Manpower Staff Officer Course was added to the school's professional continuing education offerings. However, the course was revised in 1997 as the Manpower and Quality Staff Officer Course to reflect the merging of the manpower and quality communities. In 1999 the course was renamed the Manpower Staff Course. Also, in 1999 the school activated the Wing Manpower and Organization Chief Course in an effort to provide

knowledge and skills to help wing MO Chiefs effectively execute their roles and responsibilities. This course filled a crucial void as there was previously no Air Force training program specifically targeted to this important segment of the manpower career field.

Mission: Provide world-class professional continuing education for the competence and professional development of human resource managers and family matters specialists.

Goals: Enable participants to apply state-of-the-art technologies and methods in human resource management within their organizations while emphasizing the core value, excellence in all we do, and assisting students in executing the core competency, agile communications satellite (COMSAT) support.

The school continually revises its curriculum to ensure that course offerings meet the changing needs of its customers. In this regard, the school's customers include its students, commanders and directors who employ its graduates, and Air Staff functional managers who have oversight of the career fields from which its students are drawn.

The school provides its faculty with continuing opportunities to develop their professional and educational credentials. Faculty members are expected to stay abreast of changing policy and practice in their areas of professional expertise.

The school also upgrades classrooms and other facilities and equipment to provide an environment highly conducive to learning. Guest instructors and lecturers, used heavily throughout the curriculum, are carefully selected based on presentation skills or responsibility for critical policy issues.

Commensurate with an educational mission, each course presents a carefully selected mix of theory, current policy, and instruction in practical skills. Whenever practicable, learning is developed experientially through student participation in exercises, case studies, simulations, and individual or group projects.

Initiatives Summary

Because of the current downsizing, the search for economies, and the centralization of many policy and program responsibilities, the Air Force Human Resource Management School is involved in a number of important initiatives. The implementation of Palace Compass will centralize civilian personnel processes and reorganize/downsize civilian personnel flights. As a result, several new civilian personnel courses were developed to support the concept of "multiskilling" (competency in two or more of the traditional subdisciplines of the profession). These courses were developed through close cooperation with Air Staff civilian

personnel managers in anticipation of the direction toward smaller staffs and more integrated operations in local civilian personnel flights. Single subdiscipline courses were also retained in the curriculum to meet customer needs.

The school also added a labor relations course to incorporate the content of three labor-related courses previously offered and to include aspects of the president's executive order mandating union-management partnerships. The school developed a resource management course to teach civilian pay manage-to-budget concepts to responsible personnel from the manpower, financial management, and civilian personnel communities. The school developed a course that teaches civilian personnel specialist their role in the competitive sourcing and privatization (CS&P) process. Both students and the functional office of primary responsibility (OPR) on the Air Staff have strongly endorsed the courses.

The school has initiated a joint project with the Air Force Institute for Advanced Distributed Learning (AFIADL)—to transfer its fundamental civilian personnel courses to a computer-based instruction (CBI) format. Three resident courses have been transferred to CBI. This endeavor will result in significant cost savings when compared to resident courses. Adding significantly to this effort is the conversion of two courses (Military Personnel Management Course and the USAF Supervisors Course) from hard copy to CD-ROM in interactive format.

Through these initiatives, the school has better postured itself to meet the needs of its customers to have training immediately available on an “as needed/when needed” basis, rather than having to wait for a resident course. In response to a secretary of the Air Force direction to expand the education of Air Force officials on alternate dispute resolution (ADR) methods, the school has developed basic and advanced mediation.

The school will continue to be heavily involved in the effort to educate and train family matters specialists to assist in taking care of Air Force people and their families. A new course to enhance family readiness will be launched to provide qualification training for a newly authorized position in family support centers. Further, the qualification course for family support center directors and deputy directors is being extensively revised to assist these officials to support the Air Force mission as deployments and force structure changes challenge Air Force members and their families.

Portions of these courses will later be converted to computer-based training. Completion of the computer-based portions of the course will be required before attending the resident course. These initiatives will help the school meet the challenges of continuing to offer quality programs in a rapidly changing environment under tight manpower and budget restraints.

Duration and Quota

The courses vary in length from five days to three weeks.

Prerequisites and Selection

The requirements for participants vary for each course.

Course Summaries

Course Title	Academic Hours
Civilian Personnel Officer Course	60.0
Position Classification Course	67.0
Position Classification Advanced Course	62.0
Affirmative Employment Course	67.0
Employee Development Specialist Course	47.0
Employee Development Advanced Course	52.0
Employee-Management Relations Course	67.0
Employee-Management Relations Advanced Course	67.0
Affirmative Employment Advanced Course	62.0
Systems Manager Course	40.0
Advanced Systems Manager Course	40.0
Resource Management Course	38.0
Chief EEO Counselor Course	40.0
Labor-Management Relations Course	58.0
Multi-Functional Specialist Course	103.0
Principles of Civilian Personnel Management	130.0
Civilian Personnel Management Course	41.5
Elements of Civilian Personnel Administration	56.0
Advanced Personnel Officer Course	116.0
Family Support Center Manager Qualification Course	40.0
Family Support Center Readiness Qualification Course	40.0
Manpower Staff Officer Course	121.0
Wing Manpower and Organization Chief Course	37.0

Academic Credit

Over the years, the Commission on Higher Educational Credit of the American Council on Education has endorsed credit recommendations for the Advanced Personnel Officer Course. In 1999 ACE reevaluated the course and recommended six semester hours graduate credit in Human resource Management. Students desiring

credit should request that the Registrar, Air University, AU/CFRR, 60 W. Shumacher Ave., Maxwell AFB AL 36112-6337, send a transcript to the college or university where they are enrolled.

Through affiliation of the Ira C. Eaker College for Professional Development with the Community College of the Air Force, graduates of the Family Support Manager Qualification Course and the Family Support Center Readiness Qualification Course, who are enrolled in CCAF receive 2 hours of credit, respectively, toward an associate degree. Course graduates may apply for credit through the Registrar, CCAF/RRR, 130 W. Maxwell Blvd., Maxwell AFB AL 36112-6613. For further information, see the CCAF catalog available in your base education services office.

International Officer School

Col George F. McCarthy Jr., Director

Internet address

www.au.af.mil/au/cpd/ios/ios.htm

The International Officer School was established in 1954 as the Allied Officer Preparatory School. Since then, 8,867 international military students from 129 countries have completed the program. The school conducts five classes each year. These classes are six- or seven-week courses to prepare international officers for attendance at Air War College, Air Command and Staff College, or Squadron Officer School.

The preparatory courses improve the ability of students to express their ideas clearly (in both speaking and writing) and to read and comprehend written and spoken materials used in Air University classes. A program of planned classroom activities, informational trips, and a civilian sponsorship program (called Alabama Goodwill Ambassadors) introduces students to the political, military, and socioeconomic aspects of American culture. This orientation enables students to adjust more readily to the US Air Force and civilian communities. Academic requirements for each course are geared specifically to the PME school the students will attend.

The International Officer School's Operations Division functions as the International Student Military Office and provides administrative support to all international students attending any Air University School.

Mission: Educate and support international officers and their families, and it manages international programs enabling Air University to

accomplish US security assistance objectives, support USAF international involvement, and build lasting international military relationships.

Goals: Expand the capacity of international officers to participate more effectively in military education and duty assignments.

Objectives: This course develops an

- appreciation of American society, institutions, and ideals,
- awareness of the mission and organization of US military forces and US military terminology,
- ability to speak and understand American English (SOS, ACSC, and AWC only),
- awareness of the organizational structure, curriculum content, and instructional methods employed in Air University schools (SOS, ACSC, and AWC only, and
- an ability to participate in physical training activities (SOS, ACSC, and AWC only).

Initiatives Summary

Believing that the school's vitality demands change and innovation, ongoing research is an integral part of the faculty's responsibility. Research—ranging from instructional methodology to cross-cultural communications—identifies academic subject areas, lesson formats, and instructional techniques required for the curricula. Such research and the resulting innovations enhance student learning and the achievement of school objectives. Examples of improvements are the continuing expansion of the interactive videodisc, computer-assisted instruction laboratory and the formalization of language training to provide integrated American English instruction with other curriculum topics.

Curriculum

The school's curriculum consists essentially of preparatory courses that have three basic functions. First, they provide curriculum orientations to follow-on school topics and methodologies. Second, they serve as periods of cultural adjustment for international officers and their families. Third, they accomplish the administrative requirements and informational program objectives outlined in international military training management directives. Attendance at IOS is a prerequisite for international officers attending SOS, ACSC, and AWC. International

students coming to Air University for the Air Command and Staff College and Air War College should preview *Air University Catalog* for the relevant masters degree, accreditation, degree granting authority, and eligibility requirements spelled out in the descriptions of each school in this catalog.

Duration and Quota

Course titles, duration, and student quotas for each class are as follows:

Course Title	Duration	Quota
IOS/SOS (3 classes)	6 weeks	32
IOS/ACSC	6 weeks	80
IOS/AWC	6 weeks	40

Prerequisites and Selection

IOS/SOS and IOS/ACSC require an English comprehension-level (ECL) test score of 70 while IOS/AWC requires an ECL test score of 80. Students are also expected to meet certain physical standards outlined in the *Air Force Education and Training Course Announcements (ETCA)*, formerly AFCAT 36-2223, *USAF Formal Schools*.

Course Areas

Each course includes the following phases.

Student Administration. During this phase of the course international officers in-process and to receive tours and briefings about Maxwell AFB and Montgomery. They receive orientations in various aspects of the individual International Officer School courses. This area includes welcome and graduation ceremonies, curriculum and schedule briefings, and a tour of the AU Library. Students participate in formal, structured feedback conferences with instructors; informal conferences take place throughout the courses as needed.

Informational Program. The Informational Program provides opportunities for students to gain a better understanding of US ideals, institutions, and culture. Some of the topics included are the American way of life, education in the United States, US government institutions, and the US news media. A significant portion of this program is devoted

to human rights and related training in keeping with State and Defense Department objectives for security assistance training. Field trips and tours are conducted in the Montgomery area and to Washington, D.C.

Communications Development. Communications Development constitutes a significant portion of the instruction at IOS. It includes English enhancement instruction designed to increase the students' ability to speak and understand American English and communicate ideas both orally and in writing.

In addition, basic writing and briefing instruction, with application exercises, is provided based on the PME follow-on school's communication techniques. This area also includes computer instruction with hands-on training in applications appropriate to the specific follow-on PME school.

Military Studies. The Military Studies area introduces the students to the mission, organization, policies, concepts, and terminology of the United States military.

Curriculum Summaries

Squadron Officer School Course

Instructional Area	Academic Hours
Student Administration	18.5
Informational Program	66.0
Communication Development	75.0
Military Studies	7.5
Leadership	35.5
TOTAL	202.5

Air Command and Staff College Course

Instructional Area	Academic Hours
Student Administration	16.0
Informational Program	75.5
Communication Development	91.0
Military Studies	22.0
Leadership	1.0
TOTAL	205.5

Air War College Course

Instructional Area	Academic Hours
Student Administration	19.0
Informational Program	70.0
Communication Development	65.5
Military Studies	44.5
Leadership	4.0
TOTAL	203.0

Leadership. Students are provided an introduction to various leadership concepts and models. Again, the instruction is geared at a level appropriate to the follow-on PME school. This area also introduces the physical training requirements of the follow-on PME school with emphasis on field leadership and teamwork—particularly important for students preparing to attend Squadron Officer School.

Other Programs

IOS conducts several nonacademic programs to enhance the experience and education of international officers and their families.

Alabama Goodwill Ambassadors. Alabama Goodwill Ambassadors is the Air University official sponsorship program for international students and their families. This program makes the international students and their families feel welcome and acquaints them with aspects of American culture that they may not otherwise be exposed to through their formal Air University courses and activities.

International Family Loan Program. This program lends international students and their families (for a nominal fee) such essential household items as dishes and utensils. This service relieves students of the need to spend large sums of money on items they would discard before leaving Air University.

International Family Orientation Program. This two-week family orientation course is conducted each summer for the wives and children of the international officers who will attend ACSC and AWC. The course provides an orientation to American culture and to the Montgomery public school system. When possible, limited English language instruction is provided. Many recreational activities are also conducted for the children.

Air University International Honor Roll. This honor roll recognizes international graduates of Air University PME courses who have gone on to become heads of service, ministers of defense, heads of state, or other high-level officials within their own countries.

International Wives English Course. This six-week course, conducted each fall or winter, provides conversational English skills that spouses of international officer students will need in their day-to-day activities.

Air Force Judge Advocate General School

Col Bruce T. Brown, Commandant

Internet address

<http://www.maxwell.af.mil/au/cpd/jagschool>

The Air Force Judge Advocate General (AFJAG) School was established in 1950 at Maxwell AFB. The school went through an inactive period in the 1960s before becoming part of the Institute of Professional Development, the predecessor of the Ira C. Eaker College for Professional Development, in 1969. The initial charter of the AFJAG School was to teach military law to new Air Force judge advocates. That charter has expanded substantially as the school now conducts many advanced and specialized courses. The school currently offers 32 different resident and nonresident courses in 45 offerings.

The annual student body of some 3,600 consists of a selected group of active duty, Air Force Reserve (AFR), and Air National Guard (ANG) judge advocates, paralegals, and civilian attorneys from the Air Force, the other armed services, and many federal agencies.

The AFJAG School faculty also provides instruction on legal subjects to students attending Air War College, Air Command and Staff College, Squadron Officer College, the Air Force Senior Noncommissioned Officer Academy, the International Officer School, the Aerospace Basic Course, other CPD schools, and other Air University colleges and schools.

The Air Force JAG School performs several other educational functions including: administering the Judge Advocate General Department's continuing legal education (CLE) program for Air Force attorneys; publishing *The Air Force Law Review* (semiannually), the Air Force legal magazine *The Reporter* (quarterly), and *The Military Commander and the Law* (biannually); and teaching principles of American constitutional democracy, military justice, and human rights

to foreign military officers and civilians through the Expanded International Military Education and Training Program.

Mission and Goals: The AFJAG School provides high-quality and relevant education for judge advocates, civilian attorneys, and paralegals to meet the needs of the Air Force. The school's formal and continuing legal education courses contribute to the professional development of judge advocates, civilian attorneys, and paralegals. Courses of study broaden and refine the students' understanding of the complexities of military legal practice. Graduates will have the ability to analyze and comprehend

- foundations of military law and basic advocacy skills,
- management and leadership skills necessary to supervise a base legal office,
- the methods and techniques used in courtroom advocacy and specialized handling of expert witnesses, forensic evidence, complex evidentiary issues, and demonstrative evidence,
- the principles of civilian personnel management and litigation,
- the principles and concepts of federal and state environmental law and the DOD procedures for compliance,
- the principles of international military operations, the law of armed conflict, and rules of engagement,
- the principles and concepts of claims and tort litigation,
- basic information on federal tax laws, estate planning, and the administration of a full service tax program, and
- technical issues encountered in dealing with the systems acquisition process.

Initiatives Summary

The AFJAG School has adopted several initiatives based on research studies, technological innovations, and other creative curriculum developments to enhance the ability of graduates to perform their professional duties. These initiatives include

- integrating more hands-on practical procedure exercises into each course,
- creating mentoring opportunities for faculty and students in resident courses,
- integrating distance learning methodologies and the latest information technology advances into all courses and publications, and

- adding specialized and updated courses to meet the increasing needs of new Air Force missions and of attorneys and paralegals in the field.

The AFJAG School Symposium Program hosts two symposia each year to strengthen the bonds and mutual understanding between the American military and civilian society, and enhance the education of Air Force legal practitioners about cutting-edge legal, social, and policy issues affecting both American society and the Armed Forces.

Resident Curriculum

The academic environment of the AFJAG School encourages free expression of ideas and an opportunity for independent and analytical thinking. The resident curriculum fosters advanced learning in the areas of advocacy, environmental law, labor law, and law office leadership and management so that judge advocates and paralegals can ensure that the best legal service and advice are provided to Air Force commanders, staff agencies, and personnel.

Duration and Quota. Frequency of presentation, length, and number of students varies for each course. Contact the AFJAG School or its Internet home page for specific information.

Prerequisites and Selection. Requirements vary for each course.

Curriculum Summary

Course Title	Academic Hours
Judge Advocate Staff Officer Course	337.50
Staff Judge Advocate Course	85.00
Reserve Forces Judge Advocate Course	35.75
Air Force Reserve Annual Survey of the Law	24.00
Air National Guard Annual Survey of the Law	24.00
Deployed Air Reserve Components Operations and Law Course	20.00
Military Judges Seminar	32.00
Law Office Managers Course	81.90
Claims and Tort Litigation Course	76.20
Federal Employee Labor Law Course	35.00
Advanced Labor and Employment Law Seminar	20.00
Environmental Law Course	33.70
Trial and Defense Advocacy Course	61.00
Advanced Trial Advocacy Course	38.00

Course Title	Academic Hours
Operations Law Course	69.75
Advanced Environmental Law Course	19.00
Environmental Law Update Course	19.50
International Law Course	18.50
Federal Income Tax Law Course	41.00
Legal Aspects of Information Operations Course	24.00
Aircraft Accident Investigation Legal Advisor Course	24.00
Military Justice Administration Workshop	36.00
Paralegal Apprentice Course	248.00
Paralegal Craftsman Course	240.00
Reserve Components WebFLITE Workshop	12.00
Reserve Forces Paralegal Course	80.00
Fiscal and Appropriations Law Course (teleseminar)	28.00
Air Force Systems and Logistics Contracting Course (teleseminar)	32.50

Enrichment Offerings

These programs are designed to help Air Force attorneys and paralegals update and refresh their skills in several areas. State CLE credit is not offered for these tapes. They give attorneys and paralegals who are unable to attend resident courses the opportunity to benefit from some of the AFJAG School's best presentations. The enrichment tapes may be ordered by contacting the CLE director.

These tapes include discussions, presentations, and lectures on specific subjects in the areas of criminal law, trial advocacy, environmental law, labor law, and federal claims and tort litigation. Paralegal enrichment offerings include subjects in the areas of claims and tort litigation and in the law officer managers course.

Nonresident Curriculum

The AFJAG School utilizes a number of distance learning methodologies to provide nonresident students with advanced training and education in specialized legal areas. The school currently has the following nonresident courses and tapes available for CLE credit. Note that the specific number of credit hours allowed for each course sometimes varies with each state. You should contact the AFJAG School CLE director (CPD/JAC, 150 Chennault Circle, Maxwell AFB AL 36112-6418, DSN 493-2802, or see the school's Internet home page) to

determine how many hours each state allows and also to order any of the courses or tapes.

Curriculum Summary

Course Title	Academic Hours
International Law	4
Professional Responsibility (Ethics) for Air Force Lawyers	3

Academic Credit

The AFJAG School offers two types of CLE: credit and enrichment. CLE credit can be earned by participating in programs counting toward state minimum CLE requirements. The school obtains state approval for three categories of CLE credit: resident courses taught at the AFJAG School; nonresident teleseminar or video courses prepared by the AFJAG School and broadcast or distributed on request; and conferences, workshops, and seminars conducted by various offices in the Air Force Office of the Judge Advocate General. The nonresident video courses consist of reading materials (syllabus), a videotape presentation, and seminar questions. This format is designed to take advantage of local expertise by using those individuals as discussion leaders. Credit can be obtained for conferences, workshops, and seminars on a case-by-case basis. You should contact the CLE director at least 30 days in advance of the date of the session.

Although the AFJAG School serves as a liaison with state bars in obtaining approval for CLE credit programs, the main goal remains that of providing meaningful legal education to judge advocates who need an update in a certain area or are moving to a new position and are unable to attend the appropriate resident course. With this goal in mind, the AFJAG School offers enrichment programs that do not include any written materials. These offerings are designed to provide a wide variety of information, from particulars for the practitioner to advanced discussions on recent legal issues. The nucleus of these noncredit enrichment programs is a collection of lectures from various resident specialized courses.

Through this dual system of credit and enrichment programs, the AFJAG School is committed to providing the Judge Advocate General's Department with advanced legal education that responds to the department's training and educational needs. This CLE ensures that judge advocates and paralegals have the tools to do their jobs professionally.

For formal nonresident CLE credit, the senior installation staff judge advocate certifies course completion in writing to the AFJAG School CLE administrator, and the administrator then certifies course completion with the appropriate state.

Through affiliation of the Ira C. Eaker College for Professional Development with the Community College of the Air Force, graduates of the Paralegal Craftsman Course (10 hours), Paralegal Apprentice Course (12 hours), and the Law Office Managers Course (four hours) who are enrolled in CCAF may receive the annotated number of semester hours of credit toward an associate degree. Course graduates may apply for credit through the Registrar, CCAF/RRR, 130 W. Maxwell Blvd., Maxwell AFB AL 36112-6613. For further information, see the CCAF catalog in your base education services office.

DOD Professional Military Comptroller School

Col Charles W. Martin, Director

Internet Address
www.maxwell.af.mil/au/cpd

In 1966, the assistant secretary of the Air Force (financial management) established a joint service task group to study financial management education in the Department of Defense (MEDOD). This group issued its report, called the MEDOD study, in March 1967.

In 1968, the Professional Military Comptroller Course (PMCC) was developed in response to this study. In 1973, financial managers from Army, Navy, and other DOD agencies began participating in PMCC and, the Army and Navy began assigning highly qualified officers to the faculty. Then in 1977, the PMCC became the DOD Professional Military Comptroller School (PMCS).

Mission: Provide an advanced/executive education program in comptrollership for midlevel and senior DOD financial managers. The student body consists primarily of selected civilians and military officers from the Air Force, Army, Navy, Marine Corps, Defense Finance and Accounting Service, and other DOD agencies. The school

- develops the capacity to adapt the comptroller's role to the economic, political, and social environment of the military organization,

- expands knowledge of issues and policies affecting defense resource allocation and military readiness, and
- enhances, with a generalist perspective, comprehension of the academic disciplines essential to effective comptrollership.

Goal: Improve accountability and fiscal readiness of Department of Defense personnel by providing world-class financial management education. The school provides each student with a program of graduate education that emphasizes the information and skills needed to support and advise commanders and other leaders on financial and resource management.

Initiatives Summary

The Professional Military Comptroller School has expanded several curriculum initiatives to enhance the ability and productivity of its graduates. These initiatives include student research and writing programs, a wellness emphasis, and personal computer support.

Student Research Programs

A prerequisite for graduation is two research papers. The first must address a current economic issue. The second must address a current Army, Navy, Air Force, Marine Corps, DOD, or other federal agency comptroller or resource management issue. The papers provide students with opportunities to examine current topics and to convey their ideas to others for action. These papers often go directly to service headquarters or other top organizational levels for review. Students are encouraged to select topics that support current DOD initiatives.

Students conduct individual research under the guidance of a faculty research advisor. Through their research efforts, students have the opportunity to enhance their professional competence and to make meaningful contributions to subjects relevant to DOD resource management.

Total Personal Wellness

The DOD Professional Military Comptroller School provides a total personal wellness program for the benefit of the students. This program includes blood analysis for cholesterol levels and blood pressure/pulse checks. This program covers cholesterol analysis, nutrition, stress management, type A behavior, and exercise. It focuses on having

students identify potentially unhealthy lifestyle habits in order to effect changes in their lifestyle that will improve their overall wellness.

Personal Computer Support

Students have access to laptop computers for use both inside and outside the schoolhouse. The portable laptops allow the students to work at their own pace and in the comfort of their seminar or individual rooms. Students also have the capability to print from the seminar rooms via the network, as well as correspond by E-mail with their home stations. PMCS students receive considerable exposure to application software programs. Beginning students can advance their expertise in using graphics software by attending elective computer labs.

Each of the five seminar rooms has computers. Computers are used for data automation assignments, computer-based resource management exercises, and seminar support.

Curriculum

The curriculum consists of two courses. The DOD Professional Military Comptroller Course provides midlevel and senior comptrollers, resource managers, and other financial staff with information concerning the tasks, environments, and skills associated with military comptrollership. The Reserve Forces Professional Military Comptroller Course develops (in selected Guard and Reserve officers) an understanding of the role of the comptroller as a staff officer and head of a management service organization.

Duration and Quota

The DOD Professional Military Comptroller Course is held five times each year meeting for 30 class days. The quota for each class is 60 students.

The Reserve Forces DOD Professional Military Comptroller Course is held once each year and meets for 10 class days. It also has a quota of 60 students.

Prerequisites and Selection

The DOD Professional Military Comptroller Course is open primarily to individuals in the ranks of major through colonel (or Navy equivalent) and in the grades of GS-12 through GS/GM-15 serving in a

financial management or comptroller position. The reserve forces course is open to guard and reserve personnel in the ranks of major through colonel (or Navy equivalent) occupying, or selected to occupy, key financial management positions at the unit, command, or headquarters level.

Curriculum Summary

Course Title	Academic Hours
Professional Military Comptroller Course	240.0
Reserve Forces Professional Military Comptroller Course	82.5

Academic Credit

The Center for Adult Learning and Educational Credentials of the American Council on Education recommends three graduate semester hours in managerial accounting or public finance and three graduate semester hours in organizational management or managerial economics credit for the DOD Professional Military Comptroller Course.

Students desiring credit for attendance should request that the Registrar, Air University, AU/CFR, 60 W. Shumacher Ave., Maxwell AFB AL 36112-6337, send a transcript to the college or university where they are enrolled.

USAF Chaplain Service Institute

Chaplain (Col) Benjamin Perez, Director

Internet Address
www.usafhc.af.mil

On 1 July 1953, when the Air Force was given responsibility of training its own chaplains, the United States Air Force Chaplains Course was established at Lackland AFB, Texas, and placed under the Officer Basic Military Course. The Chaplains Course became part of Officer Military Schools (OMS) in June 1955. Based on a Department of the Air Force authorization, the USAF Chaplain School was established in June 1960; however, it remained under OMS. From 1958 to 1965, judge advocates also reported to the Chaplain School for training. OMS was discontinued in July 1962 and was assigned to the Officer Training School (OTS). The Chaplain School was made a separate unit and was

placed directly under the commandant, Lackland Military Training Center, in February 1965. USAF Chaplain School was established at Maxwell AFB and assigned it to Headquarters Air University on 20 May 1966.

The Chaplain Service has a rich and varied legacy of supplying resources in support of ministry. The USAF Chaplain Service Resource Board was formed in July 1959 under the Air University Command Chaplain. Initially called the USAF Chaplain Writers Board, it prepared written lectures and identified audiovisual resources for the Air Force Moral Leadership Program.

In 1976, the board's name was changed to USAF Chaplain Resource Board to reflect its central role and mission in developing a variety of ministry support resources. In January 1989, the word *service* was added to the board's name—USAF Chaplain Service Resource Board—to reflect the mission of providing resources to *all* chaplain service professionals: chaplain service support personnel (CSSP), religious education coordinators, laity, and chaplains.

It is now known as the Chaplain Service Institute Resource Division. Its members assess the needs of chaplain service personnel and provide support to the varied ministries of the service. This support facilitates the free exercise of diverse religious practices and beliefs worldwide.

The USAF Chaplain Service Institute was activated under the Ira C. Eaker Center for Professional Development on 31 October 1992. It provides the chief of the Air Force Chaplain Service with a centrally managed, centrally located complex for all education, technical training, research, and resourcing activities of the USAF chaplain service. The new organization consolidated and functionally integrated four separate organizations. Two elements of the institute, the USAF Chaplain School and the USAF Chaplain Service Resource Board, were already located at Maxwell AFB. The USAF Chaplain Service Film Library, previously located at Norton AFB, California, as an operating detachment of the Center for Professional Development, collocated with the institute at Maxwell AFB in December 1992. Technical training for enlisted chaplain service support personnel was transferred to Maxwell in September 1993 from Keesler AFB, Mississippi, under Air Force Year of Training initiatives.

The creation of the USAF Chaplain Service Institute (CSI) was a hallmark in the tradition of the USAF chaplain service profession. Its goals are to more effectively enable the ministries of the USAF chaplain services and thus enrich the lives of Air Force members and their families.

The USAF Chaplain Service Institute is composed of active duty, reserve, and ANG chaplains and chaplain service support personnel. This composition lends itself to a close collegial relationship with students and staffs worldwide and ensures curriculum and resources are designed

and organized to solve and explore practical issues concerning today's Air Force chaplain service members.

The Education Division designs, develops, and manages the professional continuing education of all Air Force chaplains and chaplain service support personnel and for providing orientation and leadership for them. The division conducts two Air Force specialty awarding/accesion courses and three supervisory leadership courses. The division offers three-day issue and subject specific courses as well as subject specific distance learning courses broadcast by satellite to ensure that chaplain and service personnel maintain vocational excellence throughout their careers.

The Resource Division assesses needs and delivers resources, primarily through Air Force Chaplain Service website (<http://www.usafhc.af.mil>). The chaplain website serves two primary purposes. It furnishes tools and information that directly support and inform ministry in the field. Such resources range from suicide prevention to balancing the chapel's books. The chaplain service home page also provides an opportunity and channel for chaplains and CSSP to offer feedback. Chaplains and their staff are encouraged to submit ideas, critiques, or any other input that might further the purposes of the ministry.

The Resource Division is charged with staying abreast with the best tools and information in support of the ministry and communicating such matters to the field. Staff members sift through samples of marriage and family enrichment materials to advanced computer hardware and software that are received from various suppliers. The staff identifies those materials most appropriate for the Air Force community. The Resource Division staff members are active in the CSI classroom, teaching several classes, for example, Introduction to Marriage and Family, Global Ministry, and Privileged Communication.

Mission: Provide education, training, and resources that promote professional excellence and enhance the free exercise of religion to achieve global ministry for the US Air Force family.

Goals: Achieve vocational excellence, professional integrity, and service to others by

- providing knowledge, skills, and resources for students to better perform their duties,
- attracting, mentoring, and recognizing quality people,
- ensuring that faculty and course directors properly apply instructional system development principles,
- securing resources to support mission requirements,
- improving information flow and ensuring effective communication, and

- monitoring the quality of support services and seeking necessary improvements.

Curriculum

The USAF Chaplain Service Institute encourages an academic environment that recognizes the value of each student's prior education and experience. Through free expression of ideas and immediate application of knowledge gained, the atmosphere of the institute remains progressive as it strives to prepare students for the Air Force chaplain service of the future. The faculty and staff of the institute advocate top-quality ministry and support of ministry.

Curriculum Summary

Course Title	Academic Hours
Chaplain Orientation Course	160
Intermediate Chaplain Course	80
Wing Chaplain Course	80
Chaplain Service Support Apprentice Course	224
Chaplain Service Support Craftsman Course	120

Academic Credit

Through affiliation of the Ira C. Eaker College for Professional Development with the Community College of the Air Force, graduates of enlisted apprentice and craftsman courses may receive nine and five semester hours of credit respectively, toward an associate degree. Course graduates may apply for credit through the Registrar, CCAF/RRR, 130 W. Maxwell Blvd., Maxwell AFB AL 36112-6613. For further information, contact a base education office or see the CCAF catalog.

The institute also awards continuing education units for all chaplain courses so that chaplains may maintain ecclesiastical and professional standing with their respective denominational endorsing agencies. For further information, contact the Chief, Education Division, USAF Chaplain Service Institute, 155 N. Twining Street, Maxwell AFB AL 36112-6429.

Initiatives Summary

Instruction of enlisted students in crisis intervention skills, trauma pastoral care, and pluralism and faith group support requirements will further their professional abilities to support chaplains in peacetime and

contingency operations. Officer and enlisted evaluation systems have been added to all levels of instruction, ensuring that chaplain and senior enlisted support personnel will use evaluation and supervisory skills appropriately.

The institute's Education and Resource Divisions are investigating ways to further develop distant learning opportunities through video home system (VHS) format video, satellite broadcasts, and text-based projects. The Resource Division's primary objectives currently include improving the quality of service and delivery of materials through automation technology and targeting needs assessments to fill resource "vacuums."

USAF First Sergeant Academy

CMSgt Roger L. Ball, Commandant

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www.maxwell.af.mil/au/cpd/fsa

The importance of the position of first sergeant has long been recognized in American military ranks. In 1778, at Valley Forge, Baron Von Steuben wrote in the *Regulation for the Order and Discipline of the Troops of the United States*, "The soldier having acquired that degree of confidence of his officers as to be appointed first sergeant of the company, should consider the importance of his officers; that the discipline of the company, the conduct of the men, their exactness in obeying orders, and the regularity of their manners, will in great measure depend on his vigilance. The first sergeant . . . is to be always in camp or quarters, to answer any call that may be made."

Through the years, persons selected for first sergeant duty primarily trained themselves in their duties and responsibilities, taking over where their predecessors left off. With increases in technology, advances in the complexity of administrative and legal procedures, and the need for improved human relations, the USAF saw that first sergeants needed to receive formal training.

The First Sergeant Course was established at Keesler AFB, Mississippi, in October 1973, and was renamed the USAF First Sergeant Academy in 1982. The academy remained at Keesler until July 1993 when it was moved to Maxwell AFB under the authority of order G-65 and aligned with the Ira C. Eaker College for Professional Development.

Mission: Prepare selected active duty and Air National Guard senior non-commissioned officers to become more effective leaders and managers in

their roles as first sergeants, capable of advising commanders in maintaining the health, morale, welfare, and discipline of assigned enlisted personnel during peacetime, time of crisis, and conflict.

Goals: Educate and train first sergeants in the diverse areas of responsibility, accountability, and discipline in which they will serve America's dynamic Air Force well into the next century.

Curriculum

The academy provides a course of instruction that keeps abreast of the administrative and operational changes affecting the first sergeant, utilizing various teaching methodologies including lectures, flight discussions, and case studies. The academy also provides training in realistic scenarios enabling first sergeants to function within the demanding environment they frequently encounter.

The academy's curriculum is divided into five major areas: unit administration, dynamics of human resources, quality force management, deployment issues, and military justice.

Duration and Quota

The USAF First Sergeant Academy Course runs for 20 academic days and can train up to 56 students per class. The First Sergeant Academy Air National Guard Course is a 10-day course that can train up to 32 students per class. Both courses have six offerings each fiscal year.

Prerequisites and Selection

Resident students must be volunteers for the special duty of first sergeant. They must be recommended by their commander and a review panel consisting of one field grade commander, two first sergeants of equal or higher grade who have at least one year of experience as a first sergeant, and the wing command chief master sergeant. Final selection rests with the major command command chief master sergeant.

Curriculum Summary

Course Title	Academic Hours
USAF First Sergeant Academy Course	160
First Sergeant Academy Air National Guard Course	80

Academic Credit

Through affiliation of the Ira C. Eaker College for Professional Development with the Community College of the Air Force, graduates of the USAF First Sergeant Academy Course who are enrolled in CCAF may receive 10 semester hours of credit toward an associate degree in the personnel administration program. Graduates of the First Sergeant Academy Air National Guard Course and the Additional Duty First Sergeant Symposium receive three semester hours and two semester hours, respectively, toward the same degree program.

Course graduates may apply for credit through the Registrar, CCAF/RRR, 130 W. Maxwell Blvd., Maxwell AFB AL 36112-6613. For further information, see the CCAF catalog and consult with your education service officer.

Initiatives Summary

The USAF First Sergeant Academy has put forth several initiatives that will increase the efficiency and effectiveness of the Academy and improve the quality of instruction. The highly acclaimed Additional Duty First Sergeant Symposium initiative has made a tremendous and positive impact on the field. Current planning projects that more than 2,000 senior NCOs and officers at 12 different continental United States and overseas locations will receive timely training in maintaining the health, morale, discipline, and welfare of the enlisted force.

In August of 1996, the academy began sending field surveys to alumni and their commanders. We believe this to be a vital part of our after-class evaluation of our effectiveness.

In 1999, the academy implemented a major revision of its curriculum to ensure maximum student centeredness. The primary focus of this revision was to ensure the curriculum's technical data and operational procedures were current and valid. The academy added 15 hours of deployment issues to the course of instruction to meet the changing career field needs of an Air Force that is deployed on an increasing tempo. The Academy continually reviews teaching

methodologies to provide and encourage maximum student participation in the learning process.

An ongoing upgrade of computer and audiovisual systems will allow greater use of computer-based training and standardize the method of lecture presentation by staff members and guest instructors. Self-improvement activities and renovation of facilities continues to improve the educational environment.

USAF Historian Development School

MSgt Ellery D. Wallwork, Director

Internet Address
www.maxwell.af.mil/au/cpd/

The USAF Historian Development School became operational in January 1995. The school is responsible for technical training in the historian career field. It conducts two in-residence courses—Historian Apprentice and Historian Craftsman—and develops and maintains one distance-learning course—Historian Journeyman.

The Historian Apprentice Course is 18 academic days long and is designed for new enlisted historians entering the Air Force history program. The curriculum provides a foundation in the principles and methods of preparing periodic histories and managing a wing history program.

The Historian Journeyman Course capitalizes on technology and is built for the midlevel, enlisted historian. This distance-learning course expands on the areas of the historian career field, the museum program, the USAF art program, security, periodic history, reference services, contingency, drawdowns, administration, and safety. The state-of-the-art course on CD-ROM is a futuristic approach to technical training and is an interactive, multimedia, computer-based course. The course is available through the Air Force Institute for Advanced Distributed Learning.

The Historian Craftsman Course is 10 academic days long and places the experienced historian in a dynamic environment similar to what is experienced in the field. Following an intense, practicum-based curriculum, the prospective craftsman historian will research and write a historical special study, conduct an oral history interview, evaluate actual periodic histories, and conduct an analytical oral briefing during a mock commander's stand-up.

All three courses cited above prepare enlisted and selected civilian historians to assist today's commanders in the decision-making process

and capture the Air Force's corporate memory for the senior leaders of tomorrow.

Mission: Conduct skill-level awarding courses to train active duty, Air National Guard, and Air Force Reserve enlisted historians. The school provides instruction on methods and techniques for conducting a comprehensive history program.

Goals: Provide historian trainees with a strategic framework for acquiring three-, five-, and seven-skill level competencies in the enlisted historian career field. The objectives are to

- develop curriculum and conduct resident and distance learning historian instruction including a correspondence course distributed through the Air Force Institute for Advanced Distributed Learning,
- represent the historian career field in forums involving training issues,
- provide consultation to the Headquarters USAF Office of History (USAF/HO) and other organizations, and
- assist in developing and revising promotion tests, training standards, and related materials.

Initiatives Summary

The USAF Historian Development School is testing and revising the Historian Journeyman Course. This is an interactive, multimedia software, CD-ROM course.

Curriculum

The school curriculum enables historians to prepare organizational histories more effectively.

Duration and Quota

The apprentice course is held four times each year for 18 academic days with an average of 13 students a class. The craftsman course is held three times annually for two weeks with an average of 10 students in each class.

Prerequisites and Selection

The prerequisites for selection and attendance differ for each skill level in the historian career field specialty.

Three-level Course Prerequisites. Air Force enlisted personnel (active duty, reserve, or guard) approved for retraining into the historian Air Force specialty code (AFSC) 3H0X1 will be given priority for class seats. With approval of the major command history office and the course director, the following individuals may attend on a space-available basis: enlisted personnel assigned additional or part-time duties as unit historians, civilian personnel with collateral or part-time duties as unit historians, and civilians interning as historians. All attendees must be proficient typists and familiar with computers and word processing software. Selected personnel must not have submitted a request for reassignment from the history AFSC.

Five-level Course Prerequisites. Must complete in-residence Historian Apprentice Course.

Seven-level Course Prerequisites. Must complete Historian Journeyman Course through correspondence. The student must be a staff sergeant or higher, be enrolled in seven-skill level upgrade training, and have met the minimum time requirement in upgrade training. The student must also be familiar with Microsoft Word version 6.0 or later and Microsoft PowerPoint 4.0 or later.

Curriculum Summary

Course Title	Academic Hours
Historian Apprentice Course	144
Historian Journeyman Course	*
Historian Craftsman Course	80

*20–30 hours to accomplish 959 individual on-screen modules.

Academic Credit

Through affiliation with the Community College of the Air Force, graduates of the Historian Apprentice Course who enroll in the Community College of the Air Force receive five hours of credit on their transcripts. Graduates of the Craftsman Course earn three semester hours of CCAF credit toward an associate degree.

All graduates may receive a transcript reflecting these credit hours by contacting the Registrar, CCAF/RRR, 130 W. Maxwell Blvd., Maxwell AFB AL 36112-6613. Interested students are encouraged to contact their base education office.

EXTENDED STUDIES AND ADVANCED DISTRIBUTED LEARNING

The Air University, through the Air Force Institute for Advanced Distributed Learning (AFIADL), supports the Air Force extension course programs and the Air Force distance learning mission, and exercises operational control of the Air Technology Network.

AIR FORCE INSTITUTE FOR ADVANCED DISTRIBUTED LEARNING

Col Gary L. Albaugh, Commander

Internet address

<http://www.maxwell.af.mil/au/afiadl>

MISSION: *Promote, deliver, and manage advanced distributed learning for our aerospace forces.*

The Air Force Institute for Advanced Distributed Learning (AFIADL), located at Maxwell Air Force Base-Gunter Annex, formally came into being on 1 February 2000. The institute resulted from an Air Force initiative to consolidate advanced distributed learning (ADL) efforts. The institute was established by the merger of three distinct organizations: the Air Force Distance Learning Office (AFDLO), the Extension Course Institute (ECI) and the Air Technology Network Program Management Office (ATN PMO). AFDLO was established 7 November 1995 to serve as the focal point for all Air Force distance learning (DL) efforts. ECI was established in 1950 as one of Air University's professional specialized schools. As the Air Force's only correspondence school, ECI's original mission was to provide voluntary nonresident courses for both active duty and reserve Air Force personnel. The ATN PMO was created in February 1996 as an outgrowth of AFIT's Center for Distance Education, and served as the focal point for the management of the Air Force's distance learning satellite network, ATN. Today AFIADL supports formal training and educational programs of the Air Force, Air National Guard, and Air Force Reserve. The institute provides career broadening advanced distributed learning courses to people throughout the department of defense and to civil service employees in all federal agencies.

Advanced distributed learning is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. DL media include interactive video television (ITV), interactive multimedia instruction (IMI), Internet-based instruction (IBI), paper-based instruction, and other instructional technologies. Advanced distributed learning (ADL) includes all DL media. In the future distance learning will also consist of instructional modules comprised of "sharable courseware objects" delivered through several technologies.

The ADL initiative (ADLI) is a structured, adaptive, and collaborative effort between the public and private sectors to develop the standards, tools, and learning content to provide “anytime, anywhere” instruction to US Forces. AETC is the lead command for ADL within the Air Force. AFIADL serves as the focal point and executive staff agent on these efforts under the guidance of AETC’s Directorate of Education.

AFIADL promotes, delivers, and manages advanced distributed learning for our aerospace forces. Over the years, the mission has undergone several major changes. In 1963, when ECI started providing self-study materials for the specialty knowledge portion of the Air Force’s official upgrade training program, the institute became an essential and mandatory part of the dual-channel concept for the enlisted training program. In 1969 ECI was given the additional mission of providing study reference materials to Air Force enlisted personnel to use in preparing for specialty knowledge testing under the weighted airman promotion system (WAPS).

AFIADL operates in a fully automated environment. Course development, production, distribution, and student administration functions are managed on a sophisticated system of personal computers and a mini-mainframe. The data is accessible worldwide to AFIADL, ACSC, SOS, SNCOA, course authors, education service offices, and unit/base level training sections. To profit from rapidly growing technological capabilities, AFIADL has departed from entirely paper-based curricula to include interactive television and computer-based courseware. AFIADL is, with the rest of DOD, exploring the standards required for Internet delivery and management of courses. In print-based curricula, AFIADL enhanced its efficiency and productivity by moving to a print-on-demand process for course examinations and is planning for use of new learning technology for courseware delivery.

AFIADL delivers many courses through the Air Technology Network (ATN), an interactive television (ITV) network. ATN (<http://atn.afit.af.mil>) reaches 216 classrooms at 127 Air Force and Air Force Reserve bases within the US (including Alaska and Hawaii) and 10 locations in Europe, with education and training programs broadcast from uplinks at Wright-Patterson (the first uplink on ATN), Maxwell, Sheppard, and Keesler AFBs. The connection to Europe is being made through the *Joint Broadcast Service* with a gateway uplink at the Pentagon. In an effort to provide similar services to PACAF installations, downlinks will be installed at WestPAC locations through a commercial satellite service. Since its development in 1991, ATN has been used to provide continuing education and training to over 32,000 students.

The Air Force Institute for Advanced Distributed Learning conducts a one-week course for authors to provide new writers of CDCs with the basic knowledge and experience needed to produce effective extension course materials. The course, which is offered three times a year, is a practicum in the use of instructional systems development to write and

revise CDCs. During the week, new writers work under the tutelage of institute educators and gain hands-on experience in every phase of course development: writing topical statements, developing tests and text, and processing and evaluating a course. New writers also become familiar with AFIADL's procedures and become acquainted with staff members with whom they will be working.

The Air Force Institute for Advanced Distributed Learning administers and distributes more than 450 courses. They fall into four categories—professional military education courses, ATN's professional continuing education and training courses, specialized courses, and career development courses.

Professional Military Education Courses

PME courses are taken by both commissioned and noncommissioned officers and enlisted airmen. These courses teach leadership, management principles, and techniques of effective communication, problem solving, analysis of professional reading materials, international relations, national decision making, and defense management. They also cover the psychology of learning, individual differences, and the techniques of teaching. The courses give students the broad skills and knowledge needed to be effective at various stages in their careers.

AFIADL distributes nonresident professional military education through distance learning products ranging from paper-based through CD-ROM. PME is also available by seminar or in residence through the schools. The institute distributes the following nonresident programs:

Professional Continuing Education & Training Courses

The Air Force Institute of Technology and the various schools within 2AF use AFIADL's satellite network, ATN, to reach thousands of students every year to fulfill their professional continuing education and training needs.

Specialized Courses

These courses provide valuable information and career broadening knowledge to individuals. The AFIADL offers specialized courses in several career fields.

Career Development Courses

Career development courses constitute the largest portion of AFIADL's curricula. These self-study courses help airmen complete the specialty knowledge portion of the dual-channel concept for the enlisted training program. The dual-channel concept is an on-the-job training program that requires the completion of CDC courses for skill-level upgrade—a requirement for promotion. Airmen must complete career development courses successfully at various stages to advance in their careers. Career development courses are also available on a voluntary basis for career broadening.

Air Force members can obtain further information about the institute's courses and enrollment through their base education or training office. The *AFIADL Catalog* provides up-to-date information on courses, programs, and policy and procedures. You can access the catalog on-line at: http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/cattoc_fr.htm. The institute's web page provides information about career development courses (CDC) required by Air Force specialty codes (AFSC), available test control facilities, names and phone numbers of staff members to assist with student inquiries, and other useful information available to students all over the world. The catalog also provides information on academic credit recommendations for these courses. A list of credit recommendations for AFIADL courses also can be found in the current *Guide to the Evaluation of Educational Experiences in the Armed Services* (<http://www.militaryguides.acenet.edu/>). AFIADL also publishes *Curriculum Update* as a forum to discuss updates in the area of curriculum development.

CITIZENSHIP EDUCATION

Besides its professional military and continuing education, Air University supports two nationwide programs—the Civil Air Patrol and Junior Reserve Officer Training Corps—that instill citizenship values among our nation's youth.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS

Col Brian C. King, Director

Internet Address

<http://www.afoats.af.mil/Junior>

The Air Force Junior Reserve Officer Training Corps (JROTC) program was founded in 1911 in Cheyenne, Wyoming, by Army Lt Edgar R. Steevers. Lieutenant Steevers was assigned as an inspector-instructor of the organized military of Wyoming. During his assignment, he envisioned a noncompulsory cadet corps comprised of high school students. His program was aimed toward making better citizens.

The National Defense Act of 1916 authorized a junior course for noncollege military schools, high schools and other nonpreparatory schools. The Army implemented JROTC in 1916. Public Law 88-647 commonly known as the ROTC Vitalization Act of 1964, directed the Secretaries of each military service to establish and maintain JROTC units for their respective services.

JROTC is a continuing success story. From a modest beginning of 20 units in 1966 the Air Force JROTC has grown to 654 units throughout the world with current enrollment of over 103,000 cadets. The JROTC program positively influences our country by helping one student at a time. JROTC instructors are helping to form tomorrow's nation by educating proud and patriotic cadets—tomorrow's leaders.

Mission: The mission of Air Force Junior Reserve Officer Training Corps is: "Building better citizens for America."

The objectives of JROTC are to educate and train high school cadets in citizenship; promote community service; instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

Programs and Operations

The JROTC program encompasses approximately 103,000 cadets, over 1,400 instructors, and is made of units in 48 states, the District of Columbia, Puerto Rico, Italy, Germany, Belgium, Netherlands, United Kingdom, Japan, Korea, and Guam.

There are three branches within the JROTC program: Instructor Management, Resources, and Operations and Training.

Instructor Management: Recruits, nominates, and assists in hiring retired officers and noncommissioned officers. Provides assistance and authoritative guidance to instructors, school officials, and subordinates. Receives and processes instructor applications. Ensures instructors are certified, recertified, or decertified. Supervises administration of the instructor evaluation system.

Resources: Provides financial management and administrative pay, and accompanying accounting services for the JROTC Instructor Pay Program. Formulates, executes, and analyzes budgets for assigned schools, organization's support activities and organizational components. Monitors, tracks, and reviews obligations, expenditures, reimbursable orders, and projected costs to determine trends in spending and forecast annual funding needs. Review budget submissions for compliance with rules, regulations, and procedures.

Operations and Training

Consists of three sections:

Operations Support. Provides staff initiatives and policy to implement the world's largest aerospace science and education program. Ensures reports are conducted pursuant to DOD directives and AF instructions. Manages the Honors Ground School Program and oversight for FAA Certified Instructors. Conducts certification and training workshops and collects data on student performance and demographics. Coordinates site surveys at schools interested in hosting an Air Force JROTC unit. Functions as the activation and deactivation authority for all JROTC units.

Regional Inspection Coordinators. Conducts and prepares inspection reports at selected high school. Ensures reports are conducted pursuant to DOD directives and AF instructions. Reviews inspection reports to ensure school districts comply with the Application and Agreement for establishing a JROTC unit. Suspense and follow-up on reported discrepancies.

Logistics Support Responsibilities. Provide logistics, supply, and facilities support and guidance regarding procurement, storing, and inventory of supplies and equipment, Air Force uniforms, and inert rifles for the JROTC Program.

Curriculum

The curriculum is a balance of 60 percent aerospace science and 40 percent leadership education. Retired Air Force commissioned and noncommissioned officers are full-time faculty members of the participating high school and are employed by the local school board to teach the classes.

The success and growth of the JROTC program lies in the progressive and academically sound curriculum. The first year covers the heritage and development of flight, and military aerospace policies. The second year includes the environment in which aircraft and spacecraft operate. Flight and navigational principles and the requirements for human flight are also included. Rocketry, space vehicles, and the exploration of space are covered in the third year. The fourth year offers three options: Option 1, Management of the Cadet Corps; Option 2, Honors Program-Ground School; and Option 3, Laboratory Manual, Geography, and Survival.

Leadership education is emphasized each year. Course work helps prepare cadets for positions in any military or civilian career. There are classes on military customs and courtesies and flag etiquette, plus instruction in marching.

Curriculum Summary

Year	Aerospace Science	Hrs	Leadership Education	Hrs	Total Hrs
1	Frontiers of Aviation History	108	Introduction to Air Force JROTC	72	180
2	The Science of Flight	108	Intercommunication Skills	72	180
3	The Exploration of Space	108	Life Skills	72	180
4	Options	108	Principles of Management	72	180

CIVIL AIR PATROL–US AIR FORCE

Col Dennis B. Parkhurst, Commander

Internet Address

[http:// www.maxwell.af.mil/au/cap](http://www.maxwell.af.mil/au/cap)

The Civil Air Patrol–US Air Force (CAP–USAF) provides advice, liaison, and oversight to America’s voluntary auxiliary of the Air Force, the Civil Patrol (CAP), a private corporation. CAP–USAF headquarters at Maxwell Air Force Base (AFB), along with eight CAP–USAF regional commands provides training, policy guidance, and assistance to more than 60,000 CAP members throughout the United States, in Puerto Rico, and on many overseas Air Force installations. CAP–USAF, including its 500-plus reservists, plays a key role in helping CAP meet its congressionally mandated missions.

Civil Air Patrol

Internet address

<http://www.capnhq.gov>

The Civil Air Patrol was created on 1 December 1941 as a part of the Office of Civilian Defense. During World War II, the CAP was an integral part of North American defense, patrolling the 1,200 miles of coastline from Halifax, Nova Scotia, to the Florida Keys searching for enemy submarines and other signs of enemy activities. In 1943, the CAP transferred to the Army Air Forces. In 1946, the Civil Air Patrol was chartered by congressional act as a nonprofit, benevolent organization devoted to humanitarian activities. By another act of Congress in 1948, the CAP became the official auxiliary of the US Air Force.

Today’s Civil Air Patrol has more than 35,027 senior (adult) members and some 26,189 cadets in 1,700 units nationwide. CAP units have an organizational pattern and rank structure similar to that of Air Force units.

The Civil Air Patrol’s congressional charter mandates the organization to furnish the American public with emergency services and aerospace education and to administer the CAP cadet program. Headquarters, Civil Air Patrol–United States Air Force provides advice, liaison, and oversight to the more than 60,000 CAP members throughout the United States and Puerto Rico and on many Air Force installations overseas. CAP–USAF provides training and direction to the auxiliary in its three congressionally mandated missions.

The Civil Air Patrol furnishes trained volunteers who support noncombat Air Force missions throughout the United States. CAP conducts more than 85 percent of the inland search and rescue missions authorized by the Air Force Rescue Coordination Center at Langley AFB, Virginia. Daily operations include aerial reconnaissance missions for the US Customs Service, the Drug Enforcement Agency, and the US Forestry Service to support the war on drugs. CAP maintains an extensive, survivable radio network providing emergency communications when disasters strike.

Aerospace education is provided for CAP members and the country at large through its comprehensive outreach program including the annual National Congress of Aviation and Space Education (NCASE). CAP aerospace education reaches the classrooms of more than 300,000 students each year, encouraging an interest in aviation and the sciences. The cadet program fosters personal discipline, patriotism, and leadership in young people across the nation and on Air Force installations worldwide. Through its cadet program, CAP

- provides an organization to encourage and aid US citizens in contributing their efforts, services, and resources in developing aviation and in maintaining aerospace supremacy,
- provides aerospace education and training, especially to its senior and cadet members,
- encourages and develops, by example, the voluntary contribution of private citizens to the public welfare,
- encourages and fosters civil aviation in local communities, and
- provides an organization of private citizens with adequate facilities to assist in meeting local, state, and national emergencies.

Civil Air Patrol has adopted several initiatives to furnish better service to the public. These efforts include an ongoing recruiting drive to attract new members, modernizing and improving its aircraft fleet and equipment, and a screening program of all senior members associated with the cadet program.

The Civil Air Patrol has eight geographical regions composed of 52 wings—one for each state, Puerto Rico, and the District of Columbia. Wings are divided into groups, squadrons, and flights. A liaison staff of active duty, reserve, and retired Air Force personnel works with each of the eight CAP regions in the United States and 52 wings. The Headquarters CAP–USAF is collocated with the CAP National Headquarters, Maxwell AFB, Alabama.

Emergency Services

Civil Air Patrol's primary operational missions include air and ground search and rescue (SAR) and disaster relief (DR)—whether in response to man-made events, as in civil defense or natural disasters. CAP has access to 530 CAP and 3,700 member-owned general aviation aircraft, plus vast amounts of ground rescue equipment and radios. Civil Air Patrol operates national, regional, and local high frequency (HF) and very high frequency (VHF) radio networks with more than 24,000 radio devices including VHF-FM repeater systems. These networks provide valuable connectivity during a national emergency or major disaster.

Search and rescue operations are carried out primarily under US Air Force authority at the request of the Air Force Rescue Coordination Center and other DOD joint rescue coordination centers. In 1999 CAP aircrews flew 9,525 search hours and saved 84 lives.

Civil Air Patrol has increased its operations in the war on drugs, flying 37,684 hours in 1999 in support of this program. In addition to flying aerial reconnaissance missions with the US Customs Service, CAP performs similar missions for the Drug Enforcement Administration, and the US Forest Service.

Disaster relief operations during peacetime are coordinated by local and state emergency management authorities and authorized by the Air Force National Security Emergency Preparedness Office. During a national emergency, CAP disaster relief tasking comes from the federalized state adjutant general.

CAP has other Air Force and Department of Defense noncombatant support missions that are coordinated through emergency services. These include

- surveys of low-level training routes,
- military Support to Civil Authorities (MSCA) and Joint Key Assets Protection (JKAP),
- damage assessment and reconnaissance,
- light cargo transport and courier service,
- training for various operational missions, and
- conducting the Air Force ROTC/CAP Flight Orientation Program.

Cadet Programs

The Civil Air Patrol cadet program is open to young men and women who are 12 years old or in the sixth grade and no older than 21. CAP cadets are involved in a leadership training program based on activity and achievement. The cadet program includes 15 achievements in four phases. Accomplishments in each phase and achievement lead to progression in rank from cadet basic to cadet colonel and to eligibility to

participate in additional activities such as summer encampments, an international exchange, and special activities at Air Force bases and other DOD installations.

CAP offers the cadets opportunities to receive training in glider and powered flight, radio communications, and various emergency service specialties. The cadet program also provides study and involvement in four curriculum areas—aerospace education, leadership laboratory, moral leadership, and physical fitness.

Aerospace Education. This portion of the cadet curriculum orients the cadets to the diversity of the aerospace community. It develops an understanding of flight, aircraft and space vehicle power plants, navigation, weather, air traffic control, and the social, political, and economic impact of aerospace.

Leadership Laboratory. This area exposes the cadet to opportunities to learn and practice basic leadership, administration, and management techniques. Cadets may complete several annual activities, such as the Cadet Officer School, National Cadet Competition, Computer Orientation Program, and Air Education and Training Command (AETC) Familiarization Course at three AETC bases. Other annual events that aid cadets in outdoor activities are the Cadet Pararescue courses, held during summer months at three locations in the United States, and Civil Air Patrol's joint program with the Experimental Aircraft Association.

Moral Leadership. This portion of the cadet curriculum furnishes cadets with a forum to discuss contemporary issues under the leadership of an ordained cleric. The purpose is not to espouse any religious doctrine or teachings but to allow cadets to draw their own moral conclusions based on these discussions.

Physical Fitness. Scaled to the cadet's age group, the US Air Force aerobics program provides an early exposure to physical fitness as a lifetime requirement.

International Programs. In addition to these four curriculum areas, the cadet program includes international opportunities. Each summer since 1948, Civil Air Patrol cadets and senior-member escorts, with Air Force assistance, participate overseas as US representatives in the International Air Cadet Exchange—a program that promotes international understanding, goodwill, and friendship among young people who have a common interest in aviation.

Likewise, a 16-day exchange to the United States provides international cadets with sight-seeing trips, tours of aerospace industries

and museums, visits to airports and Air Force installations, orientation and training flights in gliders and powered aircraft, and visits in the homes of host CAP families. This program has grown over the years and has involved some 41 countries.

Aerospace Education

Civil Air Patrol's aerospace education effort works, both internally (with its membership) and externally (with the general public), toward developing an understanding and appreciation of the importance of aerospace for our country. Cadets and senior members take part in a structured aerospace education program and have access to current aerospace events.

The program's purpose is to develop a membership that can provide grassroots understanding and leadership in aerospace education in local communities. Through its outreach programs CAP provides aerospace education to the American citizenry through the education community. These outreach efforts include teacher workshops, curricular materials, educational liaison, and cooperative programs.

Teacher Workshops. Each year, nearly 200 colleges, universities, and school systems offer Civil Air Patrol sponsored aerospace education workshops for approximately 5,000 teachers. These projects provide teachers and school administrators with a basic understanding of aerospace and prepare them to include aerospace education in their curricula at all levels.

Curricular Materials. Civil Air Patrol produces courses of study, textbooks, instructor guides, audiovisual materials, and other supplementary materials. Many schools (private, public, and parochial) use this material to present aerospace education to their students.

Educational Liaison. Civil Air Patrol maintains a close liaison with state school officials, college and university administrators, and private, public, and parochial school systems to promote aerospace education in the schools of our nation.

Cooperative Programs. The Civil Air Patrol maintains a close working relationship with other aerospace education groups to develop cooperative aerospace education programs. These groups include the Federal Aviation Administration (FAA), the National Aeronautics and Space Administration (NASA), the National Air and Space Museum, state aeronautical commissions, the General Aviation Manufacturers Association, the Air Transport Association, the Aircraft Owners and Pilots Association, the Young Astronaut Council, and the Air Force Association.

An example of this cooperation is the annual National Congress on Aviation and Space Education (NCASE), the only national-level convention for aerospace education held in our nation.

This annual event is sponsored by CAP and plays a significant role in fulfilling its congressional charter to educate the American public about aerospace topics. About 1,000 educators attend the national congress for the three-day symposium. They return to their classrooms to teach students and parents using educational materials and techniques learned during their NCASE experience.

ACADEMIC SUPPORT

The Air University resident and distance education programs are supported by several supporting organizations that provide essential research facilities—some not equaled at any other academic institution. Air University has top-notch broadcasting and multimedia capabilities that allow its schools and organizations to provide worldwide educational opportunities to Air Force and Department of Defense personnel. These agencies enable the Air University to furnish essential mission support to a wide range of Air Force units and commands, including Headquarters Air Force.

AIR UNIVERSITY REGISTRAR

Dr. Irene Pearson-Morrow

Internet Address

<http://www.maxwell.af.mil/au/oas/rwebpg.htm>

The Air University Registrar oversees three branches: Services and Student Records, Officer PME, and Central Scheduling and Requirements Analysis. Through its Services and Student Records Branch, the registrar provides a 30-year archival data trail for Air University schools, produces transcripts for graduates of those schools, and serves as admissions officer for Air War College and Air Command and Staff College master's degree programs. The registrar enrolls distance education students, monitors their progress, and produces their completion certificates and diplomas. The Officer PME Branch functions as the single input source for updating USAF records with PME course completions and supports promotion boards by screening graduate records to provide PME graduate data. The Central Scheduling and Requirements Analysis Branch manages course requirements, allocations, schedules, and program changes.

Transcript Requests

Individuals must request transcripts in writing from the Services and Records Branch, Air University Registrar (AU/CFRR), 60 W. Shumacher Ave., Maxwell AFB AL 36112-6337. All requests must include the student's name, any previous names used, social security number, dates of attendance, school or course completed, complete address where the transcript is to be mailed, the student's signature, current address, and phone number. The above information may also be faxed to (334) 953-8127. For additional information call DSN 493-8128/1240 or (334) 953-8128 or 1240.

Notice to Students: Family Education Rights and Privacy Act of 1974 (Public Law 93-380)

The following notice is published as a public service to the student body. Federal regulations require annual notice to students on this subject.

Federal regulations are designed to protect the privacy of student records. The statute and regulations govern access

to records, their release, and the rights of students to review and, if necessary, challenge information they believe to be inaccurate.

This notice is a digest of these regulations. The full text is available for student examination in AU/JA, building 800, room 22. Under the act, “education records” (with certain exceptions as listed below) include, those records, files, documents, or other materials related directly to a student and maintained by Air University in an official records system. Records made by AU personnel that are in the sole possession of the maker and are not revealed to any other person are exempt and not part of an individual’s “education records.”

During the academic year, students may review their official education records by contacting appropriate personnel responsible for records within each applicable AU school at Maxwell AFB, Alabama. After attendance, former students may review their official education records by contacting the AU Registrar’s Office. AU students have the right to challenge any material contained therein on the basis of its being inaccurate, misleading, or inappropriate. The right to challenge grades does not apply under the act unless the grade was inaccurately recorded.

Exceptions to the right to review records by students are confidential letters and statements of recommendation made prior to 1 January 1975, and any other recommendations for which the student has voluntarily waived the right to access. Under no circumstances will waiver of right to access be made a condition for admission to any academic program or school within AU.

With specified exceptions, AU may release information in student’s records to others if:

- (a) signed and dated written consent from the student specifying the records to be released and the reasons for such release and to whom is on file with the registrar, and the consent is within governing directives.
- (b) such information is furnished to comply with judicial orders, upon condition that AU will make a reasonable attempt to notify the student in advance of compliance with the subpoena or judicial order.

Education records or personally identifiable information, other than public information, may be released without the written consent of the student to the following:

- (a) other AU officials who have a legitimate need to know
- (b) officials of other Department of Defense schools in which the student intends to enroll

- (c) authorized representatives of certain federal agencies, and education agencies or state educational authorities under certain conditions.

ACADEMIC INSTRUCTOR SCHOOL

Lt Col James Briggs, Director

Internet Address

<http://www.maxwell.af.mil/au/oas/ais>

The Academic Instructor School (AIS) is the teachers college for the Air Force. Widely acclaimed by civilian and military educators, AIS is known throughout the Department of Defense (DOD) for its role in satisfying the requirements of the Air Force for trained instructors and for its unique contributions to the field of education. The school began operations in 1948 at Craig Air Force Base (AFB), Alabama, as part of the Special Staff School. It moved to Maxwell AFB, Alabama, in 1950 and has been in continuous operation since. More than 45,000 instructors have completed AIS in residence, including international military personnel from more than 60 countries.

AIS prepares Air Force and other DOD personnel to teach in diverse educational environments using state-of-the-art educational skills and technologies. The school provides Air Force and selected DOD instructors with student-centered learning experiences through supervised practice of carefully defined methods of instruction that aid in

- applying basic principles of learning to specific learning situations
- planning meaningful instruction,
- using sound teaching methods including distance-learning education,
- communicating effectively,
- evaluating the achievement of learning objectives, and
- developing attitudes appropriate for Air Force and DOD instructional situations.

The Academic Instructor School has initiated several improvements based on graduate and supervisor surveys, student critiques, and advances in educational methods and technologies. These innovations include

- ensuring that instructional models and components are consistent with the developmental nature of learning,

- teaching students how to design instruction to achieve effective learning outcomes,
- researching and determining sound applications of computers and technology in education and using the current technology to educate teachers, and
- using an instructional systems design (ISD) approach in developing curriculum and teaching methodologies.

Curriculum

The Academic Instructor School bases its curriculum on a developmental theory of learning, focusing primarily on the use of developmental cognitive and affective taxonomies in planning, delivering, and evaluating instruction. AIS places major emphasis on development of instructional competencies. However, faculty members devote significant time on exploring student characteristics, learning styles, educational theory, attitudinal development, and instructional design.

AIS faculty and staff focus the school's curriculum on educational foundations, methods of instruction, and communication skills. They research and develop materials relating to instructor education and curriculum design. The AIS curriculum incorporates the following six teaching methods: informal lectures, guided discussion, teaching interviews, demonstrations and performance sessions, case studies, and experiential exercises (games and simulations). AIS curriculum design and development efforts encompass the development of sound test questions, an introduction to evaluation, performance evaluation, feedback, test item analysis, domains of learning (including both the affective and cognitive domains), instructional design, an introduction to instructional system development (ISD), and concept and principle teaching. The AIS faculty reviews and oversees revisions of Air Force Manual (AFM) 36-2236, *Guidebook for Air Force Instructors*.

Duration and Quota

The Academic Instructor School conducts seven, four-week classes a year with approximately 90 students in each class. Specific class dates and attendance authorizations are announced through the AIS training management system.

Prerequisites and Selection

Selection for AIS attendance is managed by Air Force major commands (MAJCOM), other DOD users, and government agency school administrators using criteria outlined in the *Air Force Education and Training Course Announcements (ETCA)*, formerly Air Force Catalog (AFCAT) 36-2223, *USAF Formal Schools*. Additionally, international officers are selected to attend by their country of origin in coordination with the International Officer School.

Regular Academic Instructor Course (MAIS001)

This course is four weeks long and consists of 157 hours. The curriculum of the course can vary in emphasis depending on class composition. The ratio of lecture to seminar activities is approximately 30 percent lecture to 70 percent seminar.

Curriculum Summary

Area of Instruction	Academic Hours
Administrative	6
Educational Foundations	7
Communication Skills	10
Methods	72
Instructional Media	1
Evaluation	18
Instructional Design	42
Instructional Technology	1
TOTAL	157

Specialized Courses

AIS offers 10 special short courses in addition to the regular course. These courses are tailored to a specific audience and emphasize applying basic principles of learning to specific learning situations, planning meaningful instruction, using sound teaching methods, communicating effectively, and evaluating the achievement of learning objectives. These 10 courses are as follows.

AF Reserve Officer Training Corps Academic Instructor Course. Prepares Reserve Officer Training Corps (ROTC) instructors for teaching at the college level.

AF Junior ROTC Academic Instructor Course. Trains instructors who teach at the junior high and high school levels.

Air Force Institute of Technology (AFIT) Academic Instructor Course. Prepares instructors and faculty for AFIT's in-residence programs.

Air Command and Staff College (ACSC) Instructor Course. Prepares ACSC faculty for their instructional duties.

Air War College (AWC) Instructor Course. Prepares instructors to teach at AWC.

AIS Specialized Courses. A two-week mobile course and special two-week courses for instructors at the Squadron Officer School (SOS), AF Reserves, Chaplains Service Institute, and other specialized audiences.

Dental Resident Graduate Student Instructional Mobile Course. Prepares instructors for dental resident graduate program at Lackland AFB, Texas.

AIS Advanced Course for Teleseminar Instructors. Teaches instructors how to teach via interactive television.

AIS ISD in Education Course. Teaches students how to use the ISD model in developing curriculum.

Air Force ROTC Noncommissioned Officers Orientation Course. Prepares ROTC NCOs for assignments to their detachments.

Academic Credit

Through affiliation with the Community College of the Air Force (CCAF), graduates of AIS who enroll in the CCAF automatically receive 10 hours of credit for the four-week course and four hours of credit for the two-week course. Graduates may receive transcripts reflecting these credit hours by contacting the Registrar, CCAF/RRR, 130 W. Maxwell Blvd., Maxwell AFB AL 36112-6613.

AIR UNIVERSITY LIBRARY

Dr. Shirley B. Laseter, Director

Internet Address

<http://www.maxwell.af.mil/au/aul/aul.htm>

The Air University Library (AUL), founded in 1946, is the premier library in the Department of Defense (DOD). It houses well-balanced collections especially strong in the fields of war fighting, aeronautics, Air

Force and DOD operations, military sciences, international relations, education, leadership, and management. The Air University Library improves Air Force education by providing access to the world of information through quality library services.

The library holds more than 2.4 million items, including 500,000 military documents; 400,000 monographs and bound periodical volumes; 614,000 maps and charts; 150,000 current regulations and manuals; and 900,000 microforms.

Air University Library sits at the center of Chennault Circle. The library building, Fairchild Library, is named after the founder and first commander of Air University, Gen Muir Stephen “Santy” Fairchild. Air University Library also operates a branch library at the USAF Senior Noncommissioned Officer (NCO) Academy located at Maxwell Air Force Base–Gunter Annex. The branch provides tailored information collections and services for senior NCO professional military education.

An active program of bibliographic publications and indexes facilitates access to the library’s holdings and information. Special subject bibliographies are published throughout the year and posted contemporaneously on the library’s web page. Air University Library publishes the quarterly *Air University Library Index to Military Periodicals* (now in publication for more than 50 years). The index is in CD-ROM format and is accessible from the AUL web page.

Electronic information technologies are critical to the delivery of library resources and services. A third-generation integrated library system automates identifying, locating, and circulating library-owned materials. A robust home page provides Internet access to the Special Bibliography Series, other professional military education (PME) curriculum support materials, map and image sites, full text journals and newspapers, and a steadily increasing number of links to key web sites.

AIR UNIVERSITY PRESS

Dr. Shirley B. Laseter, Director

Internet Address

<http://www.maxwell.af.mil/au/oas/aupress/>

The Air University Press, a division of the Air University Library, is the professional publishing arm of Air University. Its products help promote creative thought on and appreciation of the value of air and space power. The Air University Publications Review Board, composed of senior officials from Air University’s officer PME schools, helps set

direction for the press and advises and assists the press in procuring and evaluating manuscripts.

The press seeks to establish itself as a leading not-for-profit publisher on aerospace power and national security. To achieve this goal, the press engages in an active acquisitions program to attract manuscripts on relevant topics from a wide range of authors, including active duty military, civilian scholars, and independent researchers.

Through its unique artistic and in-house editorial capabilities, the press staff provides a complete range of publication services. It offers creative assistance in prepress production functions (design, layout, typesetting, and creation and use of illustrations and photographs) for all AU Press publications, including the *Aerospace Power Journal*, which is published in three languages—English, Spanish, and Portuguese.

Information on press publications is available through the *Air University Press Publications* catalog—in hard copy and on the Internet (www.maxwell.af.mil/au/oas/aupress/catalog). To inquire further about obtaining publications or submitting manuscripts, contact the Air University Press, 131 W. Shumacher Ave., Maxwell AFB AL 36112-6615.

AIR UNIVERSITY TELEVISION

Lt Col Ronald D. Fowler, Director

Air University Television is Air University's dedicated television facility, the Air Force's southeastern regional television production center, and one of five Air Force distance learning uplink (broadcast) sites. From a full-service, \$5 million physical plant, AUTV provides video production and editing, cable distribution, satellite uplink and downlink (receive) services, and television engineering consultation to support Air University's professional military and continuing education courses locally and Air Force wide.

As a part of the Air Technology Network, AUTV provides satellite uplink or downlink services. Courses are transmitted from the broadcast studio to downlink sites throughout DOD and the federal government. Downlink signals are distributed through Air University Cable Network (AUCN). AUTV also provides digitized video clips for inclusion in interactive courseware.

Production personnel produce broadcast quality videotape programs for a wide range of applications, from short video supplements to faculty lesson plans to full-length programs for widespread distribution. Video programming to support daily classroom needs is aired over the AUCN. The AUCN signal is received in all Air University classrooms on Maxwell AFB and Gunter Annex. Presentations in each

school's main auditorium are distributed live or recorded for delayed playback and entry into the video archive.

Engineering personnel provide the technical services required to install, maintain, and repair the more than 1,400 pieces of video equipment in the AUTV facility and its subsystems throughout the Maxwell-Gunter community. AUTV engineers also provide consultations to customers planning new requirements or modifications of existing video systems. They provide comprehensive product research, procurement planning, system description, schematic preparation, custom installation, acceptance testing, and emergency repairs.

AIR FORCE ENLISTED HERITAGE RESEARCH INSTITUTE

William Chivalette, Curator

Internet Address

<http://www.maxwell.af.mil/au/cepme/heritage/homepage.htm>

The Air Force Enlisted Heritage Research Institute (AFEHRI) was established on 23 May 1997. Until that time, research functions and enlisted heritage data gathering activities supporting curriculum development to the College for Enlisted Professional Military Education (CEPME), Educational Programs Cadre (EPC), were under the auspices of the Air Force Enlisted Heritage Hall. The Heritage Hall function had served at various points of time under the directions of the AFSNCOA commandant; CEPME commander; EPC dean; and CEPME vice commandant. Research functions and support to curriculum development, and responsibility for enlisted heritage and history materials used in the development of the Air Force Promotion Fitness Examination and study materials were transferred to the AFEHRI from the Enlisted Heritage Hall in 1997.

The Enlisted Heritage Research Institute preserves the rich and dramatic heritage and tradition of the enlisted corps of the US Air Force and its antecedents: Aeronautical Division, Army Air Service; Army Air Corps; and Army Air Forces in the development of airpower to defend the United States. AFEHRI achieves its mission by featuring artifacts, art collections, and pictorial exhibits; written and oral documentation, audiovisuals, equipment, and selected aircraft parts. Additionally, students use the in-house and on-line research capabilities to enhance learning and complete enlisted heritage research projects. A significant archival holding is also available and efforts are systematically made to ensure its growth and availability to researchers and the public.

The institute has two major subdivisions: the Research Institute, which provides research and curriculum support, and the AF Enlisted Heritage Hall, which serves the museum/display function. The AF Enlisted Heritage Research Institute is comprised of a Director, Director of Operations, and the Air National Guard Liaison. The AF Enlisted Heritage Hall is operated and directed by a civilian curator.

AIR UNIVERSITY BOOKSTORE

The Air University (AU) Bookstore, operated by the Army and Air Force Exchange Service, is collocated with the Air University Library. The bookstore stocks a large inventory of books to support educational curricula of the schools located on Maxwell Air Force Base and Gunter Annex, as well as other exchange customers. The bookstore handles special orders for numerous books. Its hours of operation are Monday-Friday, 0830–1630. Personnel eligible to use the AU Bookstore include military personnel and their dependents, military retirees and their dependents, guard and reserve members, and Department of Defense civilians.

DIRECT REPORTING UNITS

Maxwell Air Force Base is host to two tenant, direct reporting units: the Air Force Doctrine Center and the USAF Historical Research Agency. These organizations pursue joint ventures with Air University faculty, staff, and students to research and develop solutions to and understanding of vexing problems relating to future doctrine and war fighting.

HEADQUARTERS AIR FORCE DOCTRINE CENTER

Maj Gen Lance L. Smith, Commander
Col Roger W. Philipsek, Vice Commander

Internet Address
<http://www.doctrine.af.mil>

In August 1996 Air Force chief of staff decided to reorganize Air Force doctrine institutions. He based this decision on the growing importance of joint war fighting and the perceived need to increase the Air Force's understanding of aerospace power doctrine. He realized that the other services had well-staffed organizations dedicated to writing doctrine and that their members were better educated in doctrine.

Headquarters Air Force Doctrine Center (AFDC) reports directly to the Air Force chief of staff. The unit's location at Maxwell gives its members immediate access to the resources of Air University including the Air University Library, Air War College, Air Command and Staff College, Squadron Officer School, and the College of Aerospace Doctrine, Research and Education.

The center serves as the "single voice" for Air Force doctrine development; represents the Air Force in joint doctrine forums; assesses the effects of new concepts and technologies on aerospace doctrine; and pursues the correct representation of aerospace power and doctrine in models, simulations, exercises, and war games.

Approximately 100 individuals, military and civilian, are assigned to Headquarters AFDC. The commander's office and the Doctrine Development, Doctrine Applications, Doctrine Deployment Directorates are located in the headquarters building at Maxwell AFB. The Joint Integration Directorate is located at Langley AFB, Virginia.

The Doctrine Development Directorate focuses on writing and publishing doctrine documents. The Doctrine Applications Directorate examines exercises, war games, models, and simulations to assess the accuracy of aerospace doctrine. The Doctrine Deployment Directorate advocates and deploys timely and focused aerospace doctrine by providing tailored doctrine education and responsive doctrine support of requests for doctrinal assistance. The Joint Integration Directorate maintains close coordination with Army, Navy, and Marine Corps doctrine commands; the joint chiefs; and North Atlantic Treaty Organization allies.

In addition, the Doctrine Center maintains operating locations at six military sites where aerospace power is an important part of Army training. These locations are National Training Center, Nellis AFB, Nevada; air defense training, Fort Bliss, Texas; armor training, Fort

Knox, Kentucky; combined arms training, Fort Leavenworth, Kansas; aviation training, Fort Rucker, Alabama; and artillery training, Fort Sill, Oklahoma. At each site, Headquarters AFDC personnel serve as Air Force representatives to the Army. They advocate proper application of aerospace power, articulate aerospace doctrine, provide feedback on emerging doctrinal issues, and participate in Army doctrine development.

Through AFDC, the Air Force has refined the doctrine development process. Today, Air Force doctrine is codified in a series of Air Force doctrine documents (AFDD). Several AFDDs including AFDD 1, *Air Force Basic Doctrine*, have been completely rewritten. AFDC has completed 33 AFDDs and has several others in various stages of revision as part of a two-year review process. An AFDD can be proposed at anytime through the Air Force Doctrine Working Group. The typical AFDD takes about one year for writing, staffing, coordinating, and publishing cycle. Each AFDD is assigned to an action officer within Headquarters AFDC who shepherds the document through the development process. Headquarters AFDC has taken advantage of available technology to publicize and disseminate doctrinal issues. All AFDDs, including those published and those under development, are available for review and comment through the Headquarters AFDC web page. This comprehensive web site also includes lessons learned and doctrinal initiatives for review and comment.

To provide Air Force-wide involvement in doctrine development, Headquarters AFDC semiannually hosts the Air Force Doctrine Working Group. The major commands and air staff agencies send senior officers to provide recommendations on doctrine to the Headquarters AFDC commander. Any Air Force organization may introduce issues before the group. Official recommendations require majority approval by senior officer representatives. To date, the Air Force Doctrine Working Group has recommended and the Headquarters AFDC commander has authorized the development of 33 AFDDs that address functional areas of aerospace power.

Since autumn 1997, Doctrine Applications staff members have participated in numerous Air Force and joint service exercises and war games to assess doctrine-related issues and improve the representation of aerospace power. Doctrine Applications personnel have also served on the Air Force Exercise Coordination Team, visited Air Force battle labs, and attended modeling conferences to draw attention to the importance of aerospace doctrine and increase opportunities for assessing aerospace power employment.

AIR FORCE HISTORICAL RESEARCH AGENCY

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The Air Force Historical Research Agency (AFHRA), collocated with the Air University Library, is the repository for Air Force historical documents. The agency's collection, begun in Washington, D.C., during World War II, moved to Maxwell in 1949 to support Air University. The Air Force Historical Research Agency is a field operating agency under the policy guidance of the Air Force historian at Headquarters USAF.

AFHRA's current holdings exceed 90 million pages and represent the world's largest and most valuable organized collection of historical documents on US military aviation. Materials cover subjects ranging from the use of balloons in the Civil War through Air Force activities in World War II, Korea, Vietnam, Operation Desert Storm, and the air war over Serbia. About three-fourths of the documents are US Air Force unit histories. The entire collection is open to the public except for classified or otherwise restricted documents (approximately 25 percent of the holdings). The agency's finding aids include a computerized database and bibliographies for identifying and locating individual documents on specific topics of interest to the researcher.

Special collections, some dating back to the early 1900s, complement the unit histories. Among the collections are historical monographs and studies; more than 2,000 oral history interviews; end-of-tour reports of major overseas commanders; course materials of the Air Corps Tactical School from the 1930s; and working papers of key Army Air Forces staff offices, the British Air Ministry, and the Luftwaffe during World War II. Extensive Gulf War documentation—approximately 2,000,000 pages—and an electronic database—nearly 85 gigabytes—on the air war over Serbia have recently been added to the agency's holdings.

These holdings include chronologies, working papers, message traffic, and oral history transcripts, as well as unit histories and contingency historical reports for the Gulf War period. Collections of the personal papers of more than 500 key Air Force civilian and military officials—including Secretaries of the Air Force John L. McLucas, Robert C. Seamans Jr., and Eugene M. Zuckert, as well as Generals George S. Brown, George C. Kenney, Curtis E. LeMay, John D. Ryan, and Thomas D. White—are available to researchers.

In addition to being the Air Force's primary archive for historical documents, the Historical Research Agency performs research and other

historical services. The agency's historical collection is readily available to AU students, faculty, and staff. Agency staff members provide research and advisory services to Air University students to assist them in preparing papers and theses. Beyond its support to AU, the agency's staff answers requests for historical information from Congress, the Department of Defense, the Joint Chiefs of Staff, the Air Staff, major commands, and the general public. Other key functions include publishing historical reference works, conducting the Air Force's oral history program, maintaining records showing the status of Air Force organizations and aircraft. As the Air Force authority on unit lineage and honors, the agency provides research assistance on heraldic emblems, prepares lineage and honors histories for Air Force units, and verifies the lineage and honors of Air Force units.

The agency conducts annual oral history and archival training courses for professional staff members of the Air Force History and Museums program. The agency deploys contingency historical information preservation (CHIP) teams during war and other contingencies to capture and archive documentation of Air Force activities.

ACRONYMS AND ABBREVIATIONS

ABC	Aerospace Basic Course
ACSC	Air Command and Staff College
AECP	Airman Education and Commissioning Program
AETC	Air Education and Training Command
AF	Air Force
AFB	Air Force Base
AFCAT	Air Force Catalog
AFDLO	Air Force Distance Learning Office
AFH	Air Force Handbook
AFHRA	Air Force Historical Research Agency
AFI	Air Force Instruction
AFIADL	Air Force Institute for Advanced Distributed Learning
AFIT	Air Force Institute of Technology
AFJAG	Air Force Judge Advocate General
AFJROTC	Air Force Junior Reserve Officer Training Corps
AFOATS	Air Force Officer Accession and Training Schools
AFPD	Air Force Policy Directive
AFROTC	Air Force Reserve Officer Training Corps
AFSC	Air Force Specialty Code
AFSSI	Air Force Systems Security Instruction
AFWI	Air Force Wargaming Institute
AIS	Academic Instructor School
ALS	Airman Leadership School
ANG	Air National Guard
ARI	Airpower Research Institute
ATN	Air Technology Network
AU/CC	Air University Commander
AU/CF	Air University Academic Office
AU/CFR	Air University Registrar
AU/FM	Air University Financial Management and Personnel
AU/SC	Air University Information Technology
AUI	Air University Instruction
AUL	Air University Library
AUTV	Air University Television
AWC	Air War College
BDU	Battle-Dress Uniform
BOT	Basic Officer Training
BOV	Board of Visitors
CADRE	College of Aerospace Doctrine, Research and Education
CAO	Chief Academic Officer
CAP	Civil Air Patrol

CBOA	Command Board of Advisors
CCAF	Community College of the Air Force
CCM	Office of the Command Chief Master Sergeant
CEPME	College for Enlisted Professional Military Education
CFACCC	Combined Force Air Component Commander Course
CINC	Commander in Chief
COMPUSEC	Computer Security
COT	Commissioned Officer Training
CPD	[Ira C. Eaker] College for Professional Development
CSAF	Chief of Staff of the Air Force
CV	Vice Commandant
CWPC	Contingency Wartime Planning Course
DD Form	Department of Defense Form
DL	Distance Learning
DOD	Department of Defense
DODD	Department of Defense Directive
DSN	Defense Switching Network
ECI	Extension Course Institute
ETCA	Education and Training Course Announcements
42d ABW	42d Air Base Wing
HQ/AETC	Headquarters Air Education and Training Command
HQ/AU	Headquarters Air University
HQ USAF/CVA	Headquarters US Air Force/Assistant Vice Chief of Staff
HRMS	[Air Force] Human Resource Management School
IA	International Affairs
IMSO	International Military Student Office
IOS	International Officer School
ITV	Interactive Television
IW	Information Warfare
IWAC	Information Warfare Applications Course
JASOP	Joint Air and Space Operations Plan
JDACC	Joint Doctrine Air Campaign Course
JFACCC	Joint Force Air Component Commander Course
JFOWC	Joint Flag Officer Warfighting Course
JLASS	Joint Land Aerospace and Sea Simulation
JTF	Joint Task Force
LAN	Local Area Network
MAJCOM	Major Command
MET	Mobile Education Team
NCOA	Noncommissioned Officer Academy
NCOIC	Noncommissioned Officer In Charge
NSF	National Security Forum
OI	Operating Instruction
OTS	Officer Training School
PACE	Public Affairs Center of Excellence

Acronyms and Abbreviations

PCE	Professional Continuing Education
PMCS	Professional Military Comptroller School
PME	Professional Military Education
ROTC	Reserve Officer Training Corps
SAAS	School of Advanced Airpower Studies
SCI	Sensitive Compartmented Information
SF	Standard Form
SIWAC	Senior Information Warfare Applications Course
SNCOA	Senior Noncommissioned Officer Academy
SOC	Squadron Officer College
SOS	Squadron Officer School
TBX	Team-Building Exercises
TDY	Temporary Duty
UCMJ	Uniform Code of Military Justice
WSI	Warfare Studies Institute